



Self-Confederation

THE HIGH SCHOOL HANDBOOK

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REAL

Home School

by Kathy Banks

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5 Point Publishing

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Every effort has been made to make this book as complete and as accurate as possible. However, there **may be mistakes** both typographical and in content. So, this book should be used as a guide and not as the ultimate source for home schooling.

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REAL HOME SCHOOL

by Kathy Banks

Chapter 1 Parents Are Teachers

Webster's Encyclopedic Unabridged Dictionary © 1989 says teaching is, "the act or profession of one who teaches." It defines teacher as "a person who teaches or instructs." Sometime ago in America, our culture decided children of certain ages needed teachers and parents are not them. It is too easily forgotten that home education has been around since Adam's first son. Today, there are at least 1.23 million home schooled students in the U.S.A.

What will parents teach before their children begin school? How about how to speak, to communicate thoughts, to walk, to be diaper-free, to obey their elders, to use good manners, morals, good grooming, to tie their shoes and much more. Parents have mastered the art of instruction and are not legally bound to relinquish the rest of their children's education to someone else. What is taught in kindergarten and first grade that takes three to six hours-a-day to learn? If Mom or Dad can teach Johnny how to spell his name, write his address and count to twenty; they can get him through first grade at home. And by what analysis have public

educators decided every subject in high school must be an hour long? Parents who visit their children's school know the amount of downtime which effects the amount of time given to education. Children are taught to wait in line, they wait for the teacher disciplining a problem child, they wait to pass out papers, wait to pass in papers, they wait for all the other students who've raised their hands for help. According to the National Education Association, only 200 of the 900 hours spent in school are "on-task" and yet, students are given credit for 900. Nothing can beat the one-on-one instruction a student can receive by parents and nothing does beat the efficiency of home education.

Breaking with tradition is difficult even for parents who've been home schooling for a couple of years. The mind set is so ingrained to institutional teaching and outsiders are sure to question this "oddity" called home school, that parents need a lot of encouragement. This book was written to strengthen the desire of those apprehensive about their abilities to educate their own children, to bring independence to those using the public schools as security and to set free the creativity parents already have available to them. The choice to home school is not taken lightly; as some assume by their critical remarks. There are facts to be reckoned with; parents know what is best for their children and tradition is never a good reason for ignoring what is in the best interest of children.

A quick note to those wondering how parents can do something which takes five years in the public system to get "qualified" for: A university student getting her teaching degree once remarked that her education hadn't taught her how to teach; she merely took courses designed by her major. For instance, one majors in physical education, social studies or mathematics. One does not major in third grade or ninth grade. A few certification courses are taken on teaching particular subjects to certain age groups, but the one year of student training does more to prepare the student. And yet, parents have several years of experience before deciding on

formal education for their children. Also, test scores of home schooled students whose parents had ever held teaching certificates were only three percentile points higher than those whose parents had not; for example, an 88th percentile compared to 85th.

Here is an authoritative quote from Dr. Raymond Moore's book, School Can Wait: "...the fact that schooled nine-year-olds performed no better than unschooled children of the same age suggests that formal, structured learning may not help academic achievement in the early years of education as much as had been supposed, at least up to age nine."

What Does God's Word Say About Parents Being Teachers ?

Ephesians 6:4 states, "And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord." This training is the shaping of the will through discipline. Admonition is the shaping of the mind through teaching. Parents nurture the whole child: body, mind and soul. It is interesting that the number one reason parents give for choosing to home school is that God has laid this upon their hearts. What better reason could there be?

In Malachi 4 God reminds the people of the Law of Moses where both blessings and curses are laid out before the people. Will the people respond to the promises of healing by repentance or will they be condemned on judgment day?

Remember the Law of Moses, My servant, which I commanded him in Horeb for all Israel, with the statutes and judgments. Behold, I will send you Elijah the prophet before the coming of the LORD. And he will turn the hearts of the fathers to the children, and the hearts of the children to their fathers, lest I come and strike the earth with a curse.

Are traditional schools turning children's hearts toward their fathers? The answer to this is another reason why parents are choosing to home school. Families are seeking to put the priorities God made back into power.

Since fear of the Lord is the beginning of knowledge, molding a child's character through God's Word should take precedence over academics. America has long ago switched the priorities of education and taking God out of the picture has proven to be disastrous. Deuteronomy 4:5-10 may be specifically for Israel, but Christians are God's people who specifically acknowledge His Word to be relevant for their daily lives. This is the priority of education:

Surely I have taught you statutes and judgments, just as the LORD my God commanded me, that you should act according to them in the land which you go to possess. Therefore be careful to observe them; for this is your wisdom and your understanding in the sight of the peoples who will hear all these statutes, and say, 'Surely this great nation is a wise and understanding people.' For what great nation is there that has God so near to it, as the LORD our God is to us, for whatever reason we may call upon Him? And what great nation is there that has such statutes and righteous judgments as are in all this law which I set before you this day? Only take heed to yourself, and diligently keep yourself, lest you forget the things your eyes have seen, and lest they depart from your heart all the days of your life. And teach them to your children and your grandchildren, especially concerning the day you stood before the LORD your God in Horeb, when the LORD said to me, 'Gather the people to Me, and I will let them hear My words, that they may learn to fear Me all the days they live on the earth, and that they may teach their children.'

The foundation of character must be laid and academics

will easily follow. And as this foundation grows solid, children will independently reach for wisdom. They will learn with a desire to succeed. They will succeed because they will have discovered their own gifts. Deuteronomy 6:6-9 reads:

And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.

The Opportunity To Be The Difference In Your Child's Life:

Parents love their children more than anyone else will. They want to make a great and everlasting influence on their child's life in this world and for eternity. This opportunity doesn't have to be hindered by institutions taking the best hours of a child's day. Nor do traditionalists have the right to make fictitious objections to home education; especially in light of the positive reports on home schoolers. As parents decide what is best for their children, they are facing an opportunity that no one else will have with that child: to intimately disciple them from birth to adulthood.

Is it all right to protect children from socialization? Parents know what kind of socialization goes on at school. It has been said that every child at some time will either become a bully or be bullied. Playground philosophy can seem to be "every man for himself" to some students when a teacher's classic answer to them about the bully is "Stay away from him." All's fair in recess and war. Why should any child have to put up with bullying as though it is part of education? Institutions just cannot guarantee physical and emotional safety for any child. Home, on the other hand, is a secure

place where the attention of at least one parent is close at hand and swift judgment for meanness will prevail.

Socialization breeds divided attention between home life and school. This is a most difficult struggle in the Christian home. How much influence does another child have upon your child in your own home? Probably very little. However, what persuades children when they're away from home, several hours a day, to follow someone else's standards? A child not mature enough to continue in his parents' influence, is not ready for the socialization of "school". Temptations to follow his own sin nature are too weighty to fight. What will he give in to? Peer pressure of many kinds go hand and hand with traditional school, such that curriculums are created to teach students how not to give in. These pressures and classes to fight them interfere with the very education that children are sent to school to get, and many parents are up in arms over the philosophies presented in these particular classes.

This division gets very personal in the home. No matter what the age, children begin questioning everything their parents have instilled in them. Too many influences take the attention of children and they reject "right" for their image of "cool". With home school there are less distractions, so the majority of influence can be kept at home; but certainly, even there, some adolescents are allowed to manipulate parents because behavior standards are loose. Parents must remember the Scriptures about rebellion and make adjustments in discipline that line up with God's Word. The willfulness of a "teen" is not described in the Scriptures as necessary for that age; but rather a sinful response to authority for the indulgence of childishness.

For rebellion is as the sin of witchcraft, and stubbornness is as iniquity and idolatry. 1 Samuel 15:23
My son, do not forget my law, but let your heart keep my commands; for length of days and long life and peace they will add to you. Proverbs 3:1-2

He who begets a scoffer does so to his sorrow, and the father of a fool has no joy. A foolish son is a grief to his father, and bitterness to her who bore him. (Proverbs 17:21 & 25) The righteous should choose his friends carefully, for the way of the wicked leads them astray. Proverbs 12:26.

A great book to start with on the right road to raising obedient children is Baby Wise by Gary Ezzo and for older children; Withhold Not Correction by Bruce A. Ray. God has given parents the authority to train and admonish children in obedience no matter what the child's opinion is. The generation of listening to our children has gone so far that the parents are no longer the leaders of the home.

Schools have reserved so much of our children's time; from 8:30 a.m. to 11:30 or 3:00p.m., how can a family grow together? Parents wake their children and begin hurried mornings to get them off to school. Everything must be planned around the school day. With home school, parents can plan each day differently; so devotion time doesn't have to be squeezed in and breakfast can be digested in peace. School begins when Mom is ready. If appointments or errands are a priority one day, school can wait; and the child can be educated by a morning visit to the dentist, a short stop to the grocery store or by counting telephone poles or mileage, as Dad is dropped off at work.

Parents should ask themselves how differently they would educate their children: What is missing from school? The ultimate goal of education for all believers should be to glorify God: teaching children to read so that they can read God's Word; teaching them to write and apply mathematics so they become responsible in the endeavors of this earthly life. What good is any success without God's approval? He is the Creator of everything man ever hopes to learn. After all, God gave the first man language and created mathematical rules; which man only discovered. The founder of physical astronomy, Johann Kepler, said of

scientific research, that he was "thinking God's thoughts after Him," and he wrote: "Since we astronomers are priests of the highest God in regard to the book of nature, it befits us to be thoughtful, not of the glory of our minds, but rather, above all else, of the glory of God." From *Equipping Teachers*, a supplement to *God's World News*, issue January 15, 1999, Vol. 14, Dr. Stephen R. Kaufmann is quoted as saying,

"Educating for the real world means refusing to be callous to the suffering and pain in the real world. We should be profoundly upset by injustice and suffering. Christian educators should avoid turning out students who are quite capable of making their way in the world, but not ready to make their mark on it. Who may do well on their SAT scores, but do not do well in coping with human need. Who are ready to live comfortably for Christ, but are not equipped to join a cause in the name of Christ."

The opportunity to begin home education with young children is parents can comprehend when their child is truly ready. Many children fail from the start at institutions. Either social stress is too much for the student or he isn't given time to develop and succeed in a particular subject. At traditional schools, students are taught as a group, not as individuals; so as instruction of addition moves on and multiplication begins, a child not confident will be swept along with the crowd. There is reason to believe the acceleration in some private schools has hindered the development of students who needed a different pace of study. If these children would have been taught individually, they may never have been labeled slow or dyslexic.

It is truly exciting to see a child take off with a particular subject when he is ready. The light bulb has switched on maybe after a long and seemingly hopeless time of drills and tears. A better approach would have been to back away from a most difficult area and come back to it in a month; test the

child for readiness; if he is still not making sense of it, put it away for a while longer. The child is not inept; he will get it at the best time for him. Remember, this is a child; he has a lot of time to figure these things out. Everything in school is repeated year after year anyway; kindergarten through high school; so don't worry that as a parent, you are doing something wrong, as though your child will never learn to tell time or reduce fractions.

All teaching should begin with a hands on approach. Schools tend to teach the abstract mode simultaneously with the manipulative. In math, young children learn first by counting objects; with practice, they enter the mental-image mode; a good picture of what numbers are; then on to the abstract mode at age 12 and 13. (These three modes were named by Dr. Ruth Beechick.) There is much confusion in teaching equations to children who are in the manipulative mode. They are being expected to think about two things at once before they are ready: What the numerals stand for and the signs of plus, minus and equals. Symbols are not the object, but what people use to make sentences for math. Students should be familiar with counting pencils, crayons, etc. until they have a mental picture of five, ten, thirty-seven and one hundred. Have them count flowers in the garden and sets of utensils for the dinner table. Adults may understand the written numeral 200, but students in the manipulative mode haven't developed the understanding of that symbol. Equations can and must wait.

Another proven strategy in education has been phonics; yet schools have gone full circle; from phonics to word pictures and back again; trying to discover a successful approach without success. Why can't they teach children to read? Administrations take one of the easiest subjects and complicate it as though they must discover some secret to teaching reading. History shows that phonics is the only logical method; when our country's first schools had 90% literacy. Also, many schools are hasty, expecting children to be reading halfway through the school year. Parents should

give ample time to let their child discover the excitement in reading; one consonant and vowel sound at a time. Children need lots of encouragement or they will hate to read. Keep phonics simple and they may discover the rules for themselves.

Writing can be taught after fluency in reading. Many children lack the physical ability to write at five, six or seven years old. Start with an "a" and help them trace with their fingers in salt or sand, to get the "feel" of writing. This is an important area to allow time for children to develop. Let them find their own pace and they won't hate writing either.

Parents have always been teachers whose jobs in recent generations have been downsized considerably. But God's counsel has never changed, because His ways are perfect. As parents begin with God's view of education, all the rest will be added unto them. There are no right ages for a child to learn math, reading and writing, except the one in which he is ready; but the time is always right for learning to seek and please God. Home school is the best opportunity to train children in the way they should go; with individual instruction and without negative socialization. Enter the most productive family building experience of your life.

Chapter 2 So You're Considering Home School ?

The best reasons for home schooling have been presented: God's authority, protection from socialization, the efficiency of home education and rebuilding the family. Parents may have several other considerations before deciding to take this step. Certain fears and doubts are common at some time to all who home school. It's not easy to be confident in something new; confidence comes with experience. Many will take a one year at a time approach. They are unsure of God's will and the present school year's outcome. These uncertainties come for several reasons. One, parents are struggling with the hows of teaching. Two, there is interference by someone outside the immediate family who has negative opinions of home school. Three, there is fear of being bothered by public school districts or child protective services. Four, there are personality conflicts between the child and parent.

There are not many books that teach the teacher; only volumns of subjects to teach the student. Some might believe that's all a teacher needs; a book for each subject and teacher manuals. Parents beginning their search for curriculum are bewildered by the wide variety. However, since the best education should be individualized, no one curriculum on the market can fill the parent to child needs in teaching. Parents find themselves skipping lessons and adding their own ideas;

or purchasing the same subject from another source. Many pieces of the curriculum wind up gathering dust on shelves and this dissatisfaction can become quite expensive. Now, there are more than enough curriculums to choose that can efficiently aid the home school, but few parents take the time to understand how best to approach teaching; they are worried about what to teach. But the question is how far should a child be pushed? How much time should be spent on math or phonics each day? How much in the language arts field is enough? In Chapters 5 and 6 there are detailed discussions on the best approach to educating children and making curriculum serve the parent, instead of the parent serving the curriculum.

When parents decide to home school, there may be someone near who is set against it. This can be a heavy burden to some families who have very little confidence when they first set out to educate their own children. Home school is uncommon compared to the majority and still unheard of by many. So, inform relatives on as much as you can and keep the peace. If the presentation of facts can't sway a person even to neutrality, that family needs to insist that interference stop. The family (father, mother and children) is autonomous before God; to find His will for their individual family. Some couples really struggle with deliberate pressure from a relative. Seeking a support group should be a priority. Rush to your nearest group. Don't keep to yourselves. There is strength and encouragement in numbers. Create a group if necessary, but meet regularly with others of the same mind. There is valuable information and fellowship.

Many parents, being unaware of state laws, fear being bothered by public school districts or even child protective services, if they home school. This list of regulations for each state was compiled from the Home School Legal Defense Association website www.hsllda.org. This is not to be used as legal advice, but to provide useful information. For up-to-date regulations of your own state, please contact HSLDA, P.O. Box 3000, Purcellville, VA 20134; phone

540-338-5600 or their website listed just above. States with the least regulations are Idaho, Illinois, Indiana, Michigan, Missouri, New Jersey, Oklahoma and Texas.

IDAHO

Compulsory School Age "attained the age of 7 years, but not the age of 16 years"

Legal Option To Home School Provide an alternative educational experience for the child that "is otherwise comparably instructed"

Attendance Required Same as the public schools

Subjects Required Same as the public schools

Teacher Qualifications/Notice/Testing Required None

ILLINOIS

Compulsory School Age "between the ages of 7 and 16 years"

Legal Option To Home School Operate a home school as a private school

Attendance Required Generally, 176 days per year (but not mandated for private or home schools)

Subjects Required Language arts, biological and physical science, math, social sciences, fine arts, health and physical development, honesty, justice, kindness, a moral courage

Teacher Qualifications/Notice Required None

Recordkeeping/Testing Required None

INDIANA

Compulsory School Age "Earlier of the date on which the child officially enrolls in a school or reaches the age of 7 until the date on which he reaches the age of 18."

Legal Option To Home School Operate a home school as a private school

Attendance Required Same as the public schools; Generally, 180 days per year

Subjects/Teacher Qualifications None

Notice Required None, unless specifically requested by the State Superintendent of Education

Recordkeeping Required Maintain attendance records

Testing Required None

MICHIGAN

Compulsory Age "age of 6 to the child's 16th birthday"

MICHIGAN OPTION 1

Legal Option To Home School Establish and operate a home education program

Attendance Required None

Subjects Required Reading, spelling, mathematics, science, history and civics, literature, writing, and English grammar

Teacher Qualifications/Notice Required None

Recordkeeping/Testing Required None

OPTION 2

Legal Option Operate a home school as a non-public
To Home School school

Attendance Required None

Subjects Must be "comparable to those taught in the
Required public schools"

Teacher Teacher certification (unless claiming a re-
Qualifications ligious exemption)

Notice Submit, to the local superintendent, at start
Required of each school year a statement of enrollment

Recordkeeping Maintain records of enrollment, courses of
Required study, and qualifications of teachers (must be
 submitted to the Department of Education
 upon request)

Testing Required None

MISSOURI

Compulsory "between the ages of 7 and 16 years"
School Age

OPTION 1

Legal Option Establish and operate a home school
To Home School

Attendance 1000 hours per year; at least 600 hours in
Required the five required subjects; 400 of these 600
 hours must occur at "the regular home
 school location"

Subjects Reading, math, social studies, language arts,
Required and science

Teacher Qualifications None

Notice Required None required; parents "may provide" a notice of intent within 30 days of establishment and on September 1 each year thereafter

Recordkeeping Required Maintain records of subjects taught, activities engaged in, samples of the child's academic work and evaluations or a credible equivalent

Testing Required None

OPTION 2

Legal Option To Home School Operate a home school as a private school

Attendance/Subjects/Teacher Qualifications None
Notice/Records/Testing Required None

NEW JERSEY

Compulsory School Age "between the ages of six and 16 years"

Legal Option To Home School Establish and operate a home school

Attendance Required "Equivalent to the public schools"; public schools must provide instruction not less than 180 days per year

Subjects Required U.S. and N.J. history, citizenship, civics, geography, sexual assault prevention*, health*, safety, and physical education
 *may opt out

Teacher Qualifications/Notice Required None
Recordkeeping/Testing Required None

OKLAHOMA

Compulsory School Age "over age of five (5) years and under the age of eighteen (18) years."

Legal Option To Home School Establish and operate a home school as an "other means of education" expressed in the state constitution

Attendance Required None

Subjects Required Reading, writing, math, science, citizenship, U.S. constitution, health, safety, physical education, conservation

Teacher Qualifications/Notice Required None

Recordkeeping/Testing Required None

TEXAS

Compulsory School Age "as much as six years of age, or who is less than seven years of age and has previously been enrolled in first grade and who has not completed the academic year in which his 17th birthday occurred"

Legal Option To Home School Establish and operate a home school as a private school

Attendance Required None

Subjects Required Reading, spelling, grammar, math, good citizenship

Teacher Qualifications/Notice Required None

Recordkeeping/Testing Required None

There are thirty states which are moderate in their regulation of home school and here are the details:

ALABAMA

Compulsory School Age "between the ages of 7 and 16"

OPTION 1

Legal Option To Home School Establish and/or enroll in a church school

Attendance Required None specified (175 days required for the public schools)

Subjects Required Reading, spelling, writing, arithmetic, English, geography, history of the United States, science, health, physical education, and Alabama history

Teacher Qualifications None

Notice Required File a notice of enrollment and attendance with the local superintendent on a provided form (not required annually)

Recordkeeping Required Maintain a daily attendance register

Testing Required None

OPTION 2

Legal Option To Home School Use private tutor

Attendance Required 140 days per year, 3 hours per day between the hours of 8am and 4pm

Subjects Required Reading, spelling, writing, arithmetic, English, geography, history of the United States, science, health, physical education, and Alabama history

Teacher Qualifications Teacher certification

Notice Required File a statement showing children to be instructed, the subjects taught, and the period of instruction with the local superintendent

Recordkeeping Required Maintain a register of the child's work

Testing Required None

ALASKA

Compulsory School Age "between 7 and 16"

OPTION 1

Legal Option To Home School Establish and operate a home school

Attendance/Subjects/Teacher Qualifications None

Notice/Recordkeeping/Testing Required None

OPTION 2

Legal Option To Home School Use a private tutor

Attendance Required 180 days per year

Subjects Required Comparable to those offered in the public schools

Teacher Qualifications Teacher certification

Notice/Recordkeeping/Testing Required None

OPTION 3

Legal Option To Home School Enroll in a state department of education approved full-time correspondence program

Attendance Required 180 days per year

Subjects Required Comparable to those offered in the public schools

Teacher Qualifications/Notice Required None

Recordkeeping/Testing Required None

OPTION 4

Legal Option To Home School Request school board approval to provide an equal alternate educational experience

Attendance Required 180 days per year

Subjects Required Comparable to those offered in the public schools

Teacher Qualifications/Notice Required None

Recordkeeping/Testing Required None

OPTION 5

Legal Option To Home School Qualify as a religious or other private school

Attendance Required 180 days per year

Subjects Required None, but standardized testing must cover English, grammar, reading, spelling, and math

Teacher Qualifications None

Notice Required File a "Private School Enrollment Reporting Form" with the local superintendent by the first day of public school; also file a "Private and Denominational Schools Enrollment

Report" and a "School Calendar" with the state department of education by October 15 each year

Recordkeeping Required Maintain monthly attendance records; also maintain records on immunization, courses, standardized testing, academics achievement and physical exams.

Testing Required Administer a standardized test in grades 4,6, and 8

ARIZONA

Compulsory School Age "between 6 and 16"; by noting so in affidavit (see Notice Required), instruction in a home school setting may be delayed until eight years of age.

Legal Option To Home School Establish and operate a home school

Attendance Required None

Subjects Required Reading, grammar, math, social studies and science

Teacher Qualifications None

Notice Required File an affidavit of intent with local superintendent within 30 days of the start (even if instruction will be delayed until age 8) or end of home schooling

Recordkeeping/Testing Required None

ARKANSAS

Compulsory School Age "5 through 17 on September 1 of that year, both inclusive"; a child that is under 5 by

September 1 may be waived with submission of a state-provided form

Legal Option To Home School Establish and operate a home school

Attendance/Subjects/Teacher Qualifications None

Notice Required File written notice of intent with the local superintendent at beginning of each school year or when parent withdraws child from public school

Recordkeeping Required None

Testing Required Participate in same state-mandated norm-referenced tests given to public school students (in grades 5,7,and 10); no cost to parent unless alternate testing procedures are approved

CALIFORNIA

Compulsory School Age "between the ages of 6" by December 2 and "under 18 years of age"

OPTION 1

Legal Option To Home School qualify as a private school

Attendance Required None

Subjects Required same as the public schools and in the English language

Teacher Qualifications must be "capable of teaching"

Notice File an annual affidavit with the local super-

Required intendent between October 1 and 15

Recordkeeping Required Maintain an attendance register

Testing Required None

OPTION 2

Legal Option To Home School use a private tutor

Attendance Required 175 days per year, 3 hours per day

Subjects Required Same as the public schools and in the English language

Teacher Qualifications Teacher Certification

Notice/Recordkeeping/Testing Required None

OPTION 3

Legal Option To Home enroll in an independent study program through the public school

Attendance Required as prescribed by the program

Subjects Required as prescribed by the program

Teacher Qualifications None

Notice Required A de facto part of the enrollment process

Recordkeeping as prescribed by the program

Testing Required as prescribed by the program

OPTION 4

Legal Option To Home School enroll in a private school satellite program, taking "independent study"

Attendance Required	As prescribed by the program
Subjects Required	As prescribed by the program
Teacher Qualifications	must be "capable of teaching"
Notice Required	None
Recordkeeping Required	As prescribed by the program
Testing Required	As prescribed by the program

COLORADO

Compulsory School Age	"7 and under the age of 16." Also "applies to a six-year-old child who has been enrolled in a public school in the first [or higher] grade," unless the "parent or legal guardian chooses to withdraw such child."
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OPTION 1

Legal Option To Home School	Establish and operate home school
Attendance Required	172 days per year, averaging four hours per day
Subjects Required	Constitution of the United States, reading, writing, speaking, math, history, civics, literature, and science.
Teacher Qualifications	None
Notice Required	File notice of intent with the local superintendent 14 days prior to start of home school annually thereafter
Recordkeeping Required	maintain attendance records, test and evaluation results, and immunization records

Testing Required administer a standardized test for grades 3, 5, 7, 9, and 11 or have the child evaluated by a "qualified person...selected by parent"

OPTION 2

Legal Option To Home School Enroll in a private school that allows home instruction

Attendance Required None

Subjects Required as prescribed by the program

Teacher Qualifications/Notice Required None

Recordkeeping/Testing Required None

OPTION 3

Legal Option To Home School use a private tutor

Attendance Required None

Subjects Required Constitution of the United States, reading, writing, speaking, math, history, civics, literature, and science.

Teacher Qualifications Teacher certification

Notice/Recordkeeping/Testing Required None

CONNECTICUT

Compulsory School Age "five years of age and over and under sixteen years of age"

Legal Option To Home School establish and operate a home school

Attendance Required generally, 180 days per year

Subjects Required	reading, writing, spelling, English, grammar, geography, arithmetic, United States history, and citizenship, including a study of the town, state and federal governments
Teacher Qualifications	None
Notice Required	File a "Notice of Intent" form with the local superintendent within 10 days of the start of home school
Recordkeeping Required	maintain a portfolio indicating that instruction in the required courses has been given
Testing Required	None

DELAWARE

Compulsory School Age	"between 5 years of age and 16 years of age" can delay start (if "in best interests of the child") with school authorization
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OPTION 1

Legal Option To Home School	Establish and operate a home school providing "regular and thorough instruction" to the satisfaction of the local superintendent and the state board of education
Attendance Required	180 days per year
Subjects Required	same as public schools
Teacher Qualifications/Notice Required	None
Recordkeeping Required	None
Testing Required	administer a written examination as prescribed during the approval process

OPTION 2

Legal Option To Home School	establish and/or enroll in home school association or organization
Attendance Required	180 days per year
Subjects Required	same as public schools

Teacher Qualificatons None

Notice Association or organization must register
Required with the Department of Education

Recordkeeping/Testing Required None

WASHINGTON D.C.

Compulsory "age of 5 years by December 31 of current
School Age school year until minor reaches the age of
18"

Legal Option Provide private instruction not affiliated
To Home School with an educational institution

Attendance During the period that the public schools are
Required in session

Subjects/Teacher Qualifications None

Notice None, unless the child is being removed
Required from the public school

Recordkeeping/Testing Required None

FLORIDA

Compulsory "attained the age of 6 years by February 1...
School Age but have not attained the age of 16 years"

OPTION 1

Legal Option Establish and operate a home school
To Home School

Attendance None specified (180 days required for the
Required public schools)

Subjects/Teacher Qualifications None

Notice Required	File notice of intent with the local superintendent within 30 days of establishment for home school (not required annually)
Recordkeeping Required	maintain a portfolio of records and materials (log of texts and sample work sheets)
Testing Required	Annually, either: 1)administer any standardized test or a state student assessment test; must be given by a certified teacher, 2) have child evaluated by a certified teacher, or 3)be evaluated by a licensed psychologist, or 4)have child evaluated by another valid tool that is mutually agreed upon
OPTION 2	
Legal Option To Home School	Qualify and operate as part of a private school corporation (a legally incorporated group of home school families)
Attendance Required	None specified (180 days required for the public schools)

Subjects/Teacher Qualifications	None
Notice/Recordkeeping/Testing Required	None

GEORGIA

Compulsory School Age	"between 7th and 16th birthdays"; a child under 7 who has attended public school for more than 20 days is also subject to the compulsory attendance law
Legal Option To Home School	Establish and conduct a home study program
Attendance Required	180 days per year, 4.5 hours per day
Subjects	Reading, language arts, math, social studies,

Required	and science
Teacher Qualifications	High School diploma or GED for a teaching parent; baccalaureate degree for any private tutor used
Notice Required	File a declaration of intent with the local superintendent within 30 days of commencing the home study program and by September 1 annually thereafter
Recordkeeping Required	maintain attendance records and submit monthly to the superintendent; write and retain an annual progress report
Testing Required	Administer and retain the results of a standardized test every 3 years beginning at the end of the 3rd grade

HAWAII

Compulsory School Age	"have arrived at the age of at least 6 years and...not ...at the age of 18 years" by January 1
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OPTION 1

Legal Option To Home School	Establish and operate a home school
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Attendance Required	None
Subjects Required	Curriculum must "be structured and based on educational objectives as well as the needs of the child, be cumulative and sequential, provide a range of up-to-date knowledge and needed skills, and take into account the interests, needs, and abilities of the child"
Teacher Qualifications	None
Notice Required	File a notice of intent with the principal of the public school the child would otherwise

be required to attend before starting to home school (not required annually); notify this same principal within 5 days after ending home school.

Recordkeeping Required maintain a record of the planned curriculum

Testing Required Administer standardized achievement test of parent's choice in grades 3, 6, 8, and 10; submit annual report (of child's progress) to local principal comprised of either: 1) standardized test results, or 2) written evaluation by certified teacher, or 3) written evaluation by parent

OPTION 2

Legal Option To Home School Enroll in a superintendent-approved appropriate alternative educational program

Attendance Required as prescribed during the approval process (approximately 3 hours per day)

Subjects Required as prescribed during the approval process

Teacher Qualifications Baccalaureate degree
Notice/Recordkeeping Required None

Testing Required Participate in statewide testing program at the public schools

IOWA

Compulsory School Age "age 6 by September 15 until age 16"

Legal Option To Home School Establish and operate a home school

Attendance Required 148 days per year (37 days each quarter)

Subjects/Teacher Qualifications None

Notice Required Complete an annual "Competent Private Instruction Report Form"; file 2 copies with the local school district by 1st day of school or within 14 days of withdrawal from school

Recordkeeping Required None

Testing Required Complete by May 1 and submit to the local school district by June 30: 1) test results from an acceptably administered standardized test, or 2) a portfolio for review

OPTION 2

Legal Option To Home School Establish and operate a home school that is supervised by a licensed teacher

Attendance Required 148 days per year (37 days each quarter)

Subjects Required None

Teacher Qualifications None teaching parent; license for the supervising teacher

Notice Required Complete an annual "Competent Private Instruction Report Form"; file 2 copies with the local school district by 1st day of school or within 14 days of withdrawal from school

Recordkeeping Required None

Testing Required None; however, must meet with supervising teacher twice per quarter (one may be conducted by telephone)

OPTION 3

Legal Option To Home School Use a private tutor

Attendance Required 148 days per year (37 days each quarter)

Subjects Required None

Teacher Qualifications Teaching license

Notice Required Complete an annual "Competent Private Instruction Form"; file 2 copies with the local school district by 1st day of school or within 14 days of withdrawal from school

Recordkeeping/Testing Required None

KANSAS

Compulsory School Age "reached the age of 7 and under the age of 18 years"

OPTION 1

Legal Option To Home School Operate a home school as a non-accredited private school

Attendance Required "substantially equivalent to...the public schools" (i.e., 186 days per year or 1116 hours per year; 1086 hours for 12th grade)

Subjects Required Reading, writing, arithmetic, geography, spelling, English grammar and composition, civil government, United States and Kansas history, patriotism and duties of a citizen, health, and hygiene

Teacher Qualifications must be a "competent" teacher (however, local school board has no authority to define or evaluate "competence" of private school teachers)

Notice Register name and address of school with

Required the state board of education (not subject to approval)

Recordkeeping/Testing Required None

OPTION 2

Legal Option To Home School operate a home school as a satellite of an accredited private school

Attendance Required As prescribed by the supervising private school

Subjects Required As prescribed by the supervising private school

Teacher Qualifications must be a "competent" teacher (however, local school board has no authority to define or evaluate "competence" of private school teachers)

Notice Required None

Recordkeeping Required As prescribed by the supervising private school

Testing Required As prescribed by the supervising private school

OPTION 3

Legal Option To Home School Qualify for a state board of education approved religious exemption in the high school grades

Attendance/Subjects & Teacher Qualifications As prescribed during the approval process

Notice Required A de facto part of the approval process

Recordkeeping Required As prescribed during the approval process

Testing Required As prescribed during the approval process

KENTUCKY

Compulsory School Age "has reached the 6th birthday and has not passed the 16th birthday"

Legal Option To Home School Qualify a home school as a private school

Attendance Required 185 days per year

Subjects Required Reading, writing, spelling, math, and library research

Teacher Qualifications None

Notice Required Notify the local board of education of those students in attendance within two weeks of start of school year

Recordkeeping Required Maintain an attendance register and scholarship reports

Testing Required None

LOUISIANA

Compulsory School Age "from the child's 7th birthday until his 17th birthday"

OPTION 1

Legal Option To Home School Establish and operate a home school as approved by the board of education

Attendance Required 180 days per year

Subjects Required At least equal to the quality of that in the public schools including the Declaration of Independence and the Federalist Papers

Teacher Qualifications None

Notice Required File an application and a copy of the child's birth certificate, with board of education, within 15 days after start of home school and annually thereafter

Recordkeeping Required Whatever form(s) of documentation is(are) planned to satisfy the testing requirement

Testing Required Submit with renewal application documents showing satisfactory evidence that the program is at least equal to that offered by the public schools

OPTION 2

Legal Option To Home School Operate a home school as a private school

Attendance Required 180 days per year

Subjects Required At least equal to the quality of that in the public schools including the Declaration of Independence and the Federalist Papers

Teacher Qualifications None

Notice Required Submit notification to the state department of education within the first 30 days of the school year

MARYLAND

Compulsory School Age "5 years old or older and under 16" with one-year exemption available for 5 year-olds

OPTION 1

Legal Option To Home School Establish and operate a qualified home school

Attendance Required Must be of "sufficient duration to implement the instructional program"

Subjects Must provide "regular, thorough instruc-

Required tion" in the same subjects as the public schools including English, math, science, social studies, art, music, health, and physical education

Teacher Qualifications None

Notice Required File a notice of intent with the State Department of Education within 15 days of start of home school

Recordkeeping Required Maintain a portfolio of "relevant materials" reviewable by the local superintendent up to 3 times per year

Testing Required None

OPTION 2

Legal Option To Home School Provide supervised home instruction through a church school or a state-approved correspondence course

Attendance/Subjects Required

As prescribed by the supervising program

Teacher Qualifications None

Notice Required File a notice of intent with the state department of education within 15 days of start of home school

Recordkeeping/Testing Required

As prescribed by the supervising program

MISSISSIPPI

Compulsory School Age "age of 6 on or before September 1...and has not attained the age of 17 on or before September 1"

Legal Option To Home School Establish and operate a home school

Attendance Required Whatever "number of days that each [home] school shall require for promotion from

	grade to grade"	
Subjects/Teacher Qualifications		None
Notice Required	File a "certificate of enrollment" by September 15 of each school year to the district's attendance officer	
Recordkeeping/Testing Required		None

MONTANA

Compulsory School Age	"7 years of age or older prior to the first day of school" and "the later of the following dates: the child's 16th birthday; the day of completion of the work of the 8th grade"	
Legal Option To Home School	Establish and operate a home school	
Attendance Required	180 days per year, 4 hours per day for grades 1-3 and 6 hours per day for grades 4-12	
Subjects Required	same "basic instructional program" as the public schools	
Teacher Qualifications	None	

Notice Required	File annual notice of intent with the county superintendent	
Recordkeeping Required	Maintain attendance and immunization records; must be available for inspection by county superintendent upon request	
Testing Required	None	

NEBRASKA

Compulsory School Age	"not less than 7 nor more than 16 years of age"	
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Legal Option To Home School Establish and operate a home school as a private school

Attendance Required 1032 hours per year for elementary grades,
1080 hours per year for high school grades

Subjects Required Language arts, math, science, social studies, and health

Teacher Qualifications None, unless the teacher is "employed" by the family

Notice Required File a annual notice of intent with the state commissioner of education by August 1 (or 30 days prior to the start of home school)

Recordkeeping/Testing Required None

NEW HAMPSHIRE

Compulsory School Age "at least 6 years of age [on September 30] and under 16 years of age"

Legal Option To Home School Establish and operate a home school

Attendance Required None

Subjects Required Science, mathematics, language arts, government, history, health, reading, writing, spelling, U.S. and New Hampshire constitutional history, and art and music appreciation

Teacher Qualifications None

Notice Required Within 30 days of withdrawing from public school or moving into the school district, file a notice of intent with a private school principal, the state commissioner of education, or

	the local superintendent
Recordkeeping Required	Maintain a portfolio of records and materials including a log of reading materials used, samples of writings, worksheets, workbooks or creative materials used or developed by the child
Testing Required	By July 1, file either: 1) results from a standardized test, or 2) results from a state student assessment test used by the local school district, or 3) a written evaluation by a certified teacher, or 4) results of another measure agreeable to the local school board

NEW MEXICO

Compulsory School Age	"at least five years of age prior to 12:01 am on September 1 of the school year...to the age of majority...unless the person has graduated from high school"; children under eight can be excused
Legal Option To Home School	Establish and operate a home school

Attendance Required Same as public schools

Subjects Required Reading, language arts, mathematics, social studies, and science

Teacher Qualifications High school diploma or equivalent

Notice Required File a notice of intent with the school district superintendent within 30 days of establishing the home school and by April 1 of each subsequent year

Recordkeeping Required Maintain attendance and immunization records

Testing Required In grades 4,6,and 8 either: 1) take the district administered state achievement test, or 2) participate in the Bob Jones University Press Testing Service (must notify the school board of intent by January 15)

NORTH CAROLINA

Compulsory School Age "between the ages of seven and 16 years"

Legal Option To Home School Establish and operate a home school

Attendance Required At least nine calendar months per year, excluding reasonable holiday s and vacations

Subjects Required None, but annual standardized tests must cover English grammar, reading, spelling, and mathematics

Teacher Qualifications High school diploma or GED

Notice Required File notice of intent with the state division of non-public education upon starting home school

Recordkeeping Required Maintain attendance and immunization records and results of standardized tests

Testing Required Administer an annual standardized test measuring achievement in English grammar, reading, spelling, and mathematics, the results of which must be available for inspection

OHIO

Compulsory School Age "between six and eighteen years of age"

Legal Option To Home School Establish and operate a home school

Attendance Required 900 hours per year

Subjects Required Language arts, geography, U.S. and Ohio history, government, math, health, physical education, fine arts, first aid and science

Teacher Qualifications High school diploma, GED, test scores showing high school equivalence, or work under a person with a baccalaureate degree until child's test scores show proficiency or parent earns diploma or GED

Notice Required Submit an annual notice of intent to the local superintendent

Recordkeeping Required None

Testing Required Submit with renewal notification either:
1) standardized test scores, or 2) a written narrative showing satisfactory academic progress, or 3) an approved alternative assessment

OREGON

Compulsory School Age "between the ages of 7 and 18 years who have not completed the twelfth grade"

Legal Option To Home School Establish and operate a home school

Attendance Required Same as the public schools

Subjects Required Same as the public schools including U.S. constitution and history and primarily in the English language

Teacher Qualifications None

Notice Required File, with the local superintendent an annual notice of intent 10 days before the start of each school year

Recordkeeping Required None

Testing Required Administer an approved annual standardized test; submit results to the local superintendent by October 31

SOUTH CAROLINA

Compulsory School Age "five years of age before September first until...seventeenth birthday or" graduation from high school; five-year-olds may be excused from kindergarten with submission of written notice to the school district

OPTION 1

Legal Option To Home School Establish and operate a home school as approved by the local school board

Attendance Required 180 days per year, 4.5 hours per day

Subjects Required Reading, writing, math, science, and social studies; also composition and literature in grades 7-12

Teacher Qualifications High school diploma or GED or a baccalaureate degree

Notice Required None

Recordkeeping Required Maintain evidence of regular instruction including a record of subjects taught, activities in which the student and parent engage, a portfolio of the child's work, and a record of academic evaluations, with a semiannual progress report

Testing Required participate in the annual statewide testing program and the Basic Skills Assessment

Program

OPTION 2

Legal Option To Home School Establish and operate a home school under the membership auspices of the South Carolina Association of Independent Home Schools (SCAIHS)

Attendance Required 180 days per year

Subjects Required Reading, writing, math, science, and social studies; also composition and literature in grades 7-12

Teacher Qualifications High school diploma or GED

Notice/Recordkeeping/Testing Required None

OPTION 3

Legal Option To Home School Establish and operate a home school under the membership auspices of an association for home schools with no fewer than fifty members

Attendance Required 180 days per year

Subjects Required Reading, writing, math, science, and social studies; also composition and literature in grades 7-12

Teacher Qualifications High school diploma or GED

Notice Required None

Recordkeeping Required Maintain evidence of regular instruction including a record of subjects taught, activities in which the student and parent engage, a portfolio of the child's work, with a semiannual progress report

Testing Required None

SOUTH DAKOTA

Compulsory School Age "six years old by the first day of September and who has not exceeded the age of sixteen years"; children under age 7 can be excused

Legal Option To Home School Establish and operate a home school

Attendance Required Similar to that of the public schools; generally 175 days per year

Subjects Required Language arts and math

Teacher Qualifications None

Notice Required Submit a notarized application to the local superintendent using the standard form provided by the state department of education

Recordkeeping Required None

Testing Required Administer a standardized test to children in the same grade levels tested under the state testing program (grades 4, 8, and 11)

TENNESSEE

Compulsory School Age "between the ages of six(6) and seventeen (17) years, both inclusive"; also applicable to children under age 6 who have enrolled in any public, private or parochial school for more than six weeks; a parent of a six-year-old may make application for a one-semester or one-year deferral with the principal of the public school in which the child would be required to attend

OPTION 1

Legal Option To Home School Establish and operate a home school

Attendance Required	180 days per year, 4 hours per day
Subjects Required	For grades K-8: none. For grades 9-12: English, mathematics, science, social studies, and wellness; also must take college preparation subjects according to declared path--foreign language and fine arts for University path; focus area for Tech path
Teacher Qualifications	For grades K-8: High school diploma or GED. For grades 9-12: College degree (or an exemption granted by the commissioner of education)
Notice Required	Submit a notice of intent to the local superintendent by August 1 of each school year
Recordkeeping Required	Maintain attendance records; must be kept for inspection and submitted to the local superintendent at the end of the school year
Testing Required	Administer a standardized test in grades 5, 7, and 9; must be given by commissioner of education, his designee, or a professional testing service approved by the local school district

OPTION 2

Legal Option To Home School	Establish and operate a home school in association with a church-related school
Attendance & Subjects Required	As prescribed by the church-related school
Teacher Qualifications	For grades K-8: none. For grades 9-12: High school diploma or GED
Notice Required	For grades K-8: none. For grades 9-12: Register with the local school district each year

Recordkeeping Required None

Testing Required Administer the same annual standardized achievement test of Sanders Model assessment used by the local school district for grades 9-12

VIRGINIA

Compulsory School Age "have reached the fifth birthday on or before ...September 30...and who has not passed the eighteenth birthday; 5 year-olds can be excused

OPTION 1

Legal Option To Home School Establish and operate a home school

Attendance Required Same as the public schools; generally 180 days per year

Subjects Required Reading, writing, math, spelling, history, government and citizenship

Teacher Qualifications Either: 1)possess a baccalaureate degree, or 2)be a certified teacher, or 3)use an approved correspondence course, or 4)submit acceptable curriculum and prove the parent can teach

Notice Required File an annual notice of intent with the local superintendent by August 31, or as soon as practicable if starting mid-year

Recordkeeping Required None

Testing Required Administer a standardized test or have child otherwise evaluated ever year (for those six years or older on September 30 of the school year); submit results to local superintendent by August 1

OPTION 2

Legal Option To Home School Operate a home school under the religious exemption statute

Attendance/Subjects/Teacher Qualifications None

Notice Required Submit a notice of intent to local school board

Recordkeeping/Testing Required None

OPTION 3

Legal Option To Home School Use a private tutor

Attendance/Subjects Required None

Teacher Qualifications Teacher certification

Notice Required File a notice of intent with the local superintendent

Recordkeeping/Testing Required None

WISCONSIN

Compulsory School Age "between the ages of 6 [by September 1] and 18 years"

Legal Option To Home School Establish and operate a "home-based private educational program"

Attendance Required Must provide "at least 875 hours of instruction each year"

Subjects Required Must provide "a sequentially progressive curriculum of fundamental instruction" in reading, language arts, math, social studies, science, and health; such curriculum need

not "conflict with the program's religious doctrines"

Teacher Qualifications None

Notice Required File a statement of enrollment with the state department of education by October 15 each year

Recordkeeping/Testing Required None

WYOMING

Compulsory School Age "whose seventh birthday falls before September 15 of any year and who has not yet attained his sixteenth birthday of completed the tenth grade"

OPTION 1

Legal Option To Home School Establish and operate a home school

Attendance Required 175 days per year

Subjects Required A "basic academic educational program" that provides a sequentially progressive curriculum of fundamental instruction in reading, writing, math, civics, history, literature and science

Teacher Qualifications None

Notice Required Annually submit to the local school board a curriculum showing that a "basic academic educational program" is being provided

Recordkeeping/Testing Required None

OPTION 2

Legal Option To Home School Operate a home school under the auspices or control of a local church, religious congregation, or denomination

Attendance/Subjects/Teacher Qualifications None

Notice/Recordkeeping/Testing Required

None

This last list is of the most regulated states: Maine, Massachusetts, Minnesota, Nevada, New York, North Dakota, Pennsylvania, Rhode Island, Utah, Vermont, Washington, and West Virginia. Changes are always being sought in these states, so keep up to date. Challenge yourself to be creative in school as you seek to apply these regulations.

MAINE

Compulsory School Age "7 years of age or older and under 17 years"

OPTION 1

Legal Option To Home School Establish and operate a home school as approved by the local school board and the commissioner of the state department of education

Attendance Required 175 days per year

Subjects Required English, language arts, math, science, social studies, physical & health education, library skills, fine arts, Maine studies(in one grade between grade 6 & 12), and computer proficiency(in one grade between 7 & 12)

Teacher Qualifications None

Notice Required Complete a state-provided "Application for Equivalent Instruction Through Home Instruction" form; submit a copy to both the local school board & the commissioner of the state department of education 60 days prior to start of home school

Recordkeeping Required None

Testing Required Annually, either: 1)administer a standardized test, or 2)take a local test, or 3)have

child's progress reviewed by a certified teacher, a superintendent-selected local advisory board, or a home school support group that includes a certified teacher

OPTION 2

Legal Option To Home School Operate a home school as a non-approved private school that teaches at least two unrelated students

Attendance Required 175 days per year

Subjects/Teacher Qualifications None

Notice/Recordkeeping/Testing Required None

MASSACHUSETTS

Compulsory School Age "6 to 16 years of age"

Legal Option To Home School Establish and operate a home school as approved in advance by the local school committee or superintendent

Attendance Required None specified, though 900 hours at elementary level and 990 hours at secondary level are expected

Subjects Required Reading, writing, English language and grammar, geography, arithmetic, drawing, music, history, & constitution of U.S., duties of citizenship, health(including CPR), physical education, and good behavior

Teacher Qualifications None

Notice Required A de facto part of the approval process

Recordkeeping Required None

Testing Required Annually, either: 1)administer a standardized test; must be administered by a neutral party, or 2)submit progress reports to the school district

MINNESOTA

Compulsory School Age "between 7 & 16 years of age"; extends to 18 years old in the year 2000

Legal Option To Home School Establish and operate a qualified home school

Attendance Required None

Subjects Required Reading, writing, literature, fine arts, math, science, history, geography, government, health, & physical education

Teacher Qualifications None

Notice Required File with the local superintendent by October 1 of each school year the name, age, and address of each child taught

Recordkeeping Required If teaching parent is not at least a college graduate, submit a quarterly report to the local superintendent showing the achievement of each child in the required subjects

Testing Required Administer an annual standardized test as agreed to by the local superintendent

NEVADA

Compulsory School Age "between the ages of 7 and 17 years"

Legal Option To Home School Establish and operate a home school

Attendance Required 180 days per year; 240 minutes per day for grades 1 & 2; 300 minutes per day for

	grades 3-6; 330 minutes per day for grades 7-12
Subjects Required	Parents must provide the local school board with "satisfactory written evidence" that "the child is receiving at home...equivalent instruction of the kind & amount approved by the state board of education," including U.S. & Nevada constitutions
Teacher Qualifications	Either: 1)possess a teaching certificate for grade level taught, or 2)consult with a licensed teacher or 3-year home school veteran, or 3)use an approved correspondence course, or 4)obtain a waiver; option #1,#2, & #3 are waived after 1st year
Notice Required	File, with the local school board, annual "satisfactory written evidence" that the "child is receiving at home...equivalent instruction of the kind & amount approved by the state board of education"
Recordkeeping/Testing Required	None

NEW YORK

Compulsory School Age	"a minor who becomes six years of age on or before the first of December in any school year ...until the last day of session in the school year in which the minor becomes sixteen years of age" or completes high school
Legal Option To Home School	Establish & operate a home school
Attendance Required	Substantial equivalent of 180 days per year; 900 hours per year for grades 1-6; 990 hours per year for grades 7-12
Subjects Required	Grades K-12: patriotism and citizenship, substance abuse, traffic safety, fire safety; Grades 1-6: arithmetic, reading, spelling,

writing, English, geography, U.S. history, science, health, music, visual arts, and physical education; Grades 7-8: English, history and geography, science, mathematics, physical education, health, art, music, practical arts, & library skills; at least once in grades 1-8: U.S. and New York history & constitutions; grades 9-12: English, social studies--including American history, participation in government, & economics, math, science, art or music, health, physical education, and electives

Teacher Qualifications "competent"

Notice Required File annual notice of intent with the local superintendent by July 1 or within 14 days if starting home schooling mid-year; complete & submit as Individualized Home Instruction Plan (form provided by district)

Recordkeeping Required Maintain attendance records (must make available for inspection upon request of the local superintendent); file, with the local superintendent quarterly reports listing hours completed, material covered, and a grade or evaluation in each subject

Testing Required File, with the local superintendent, an annual assessment by June 30; must be from a standardized test every other year in grades 4-8, & every year in grades 9-12; other year can be satisfied by either another standardized test or a written narrative evaluation prepared by a certified teacher, a home instruction peer review panel, or other person chosen by the parent with the consent of the superintendent

NORTH DAKOTA

Compulsory School Age "any educable child of an age of seven years to sixteen years"

OPTION 1

Legal Option To Home School Establish & operate a home school

Attendance Required 175 days per year, four hours per day

Subjects Required Elementary: spelling, reading, writing, arithmetic, language, English grammar, geography, U.S. history, civil government, nature, elements of agriculture, physiology & hygiene, effects of alcohol, prevention of contagious diseases, U.S. Constitution; High School level: English, math, science, social studies, health & physical education, music, combination of business, economics, foreign language, industrial arts, or vocational education

Teacher Qualifications Possess either: 1)a teaching certificate, or 2) a baccalaureate degree, 3)a high school diploma or GED & be monitored by a certified teacher during first two years or until child completes 3rd grade, whichever is later; monitoring must continue thereafter if child scores below the 50th percentile on required standardized achievement test, or 4)proof of meeting or exceeding the cut-off score of the national teacher exam

Notice Required File annual notice of intent with the local superintendent 14 days prior to the start of the home school or within 14 days of establishing residency inside the district
For Autistic Children: In addition to above,

file a copy of the child's diagnosis from a licensed psychologist along with an instructional plan deemed appropriate by both the psychologist and a certified teacher

Recordkeeping Required Maintain an annual record of courses & each child's academic progress assessments, including standardized achievement test result For Autistic Children: Also file with the local superintendent progress reports from a licensed psychologist, an occupational therapist, a speech pathologist, and a certified teacher on or before November 1, February 1, and May 1 of each school year

Testing Required Take a standardized achievement test in grades 3,4,6,8 and 11; must be administered by a certified teacher; results must be provided to the local superintendent; a composite score below the 30th percentile requires a professional assessment for learning problems and submission of a plan of remediation to the local superintendent

OPTION 2

Legal Option To Home School Operate a home school as a county-and state-approved private school

Attendance Required same as the public schools

Subjects Required Elementary: spelling, reading, writing, arithmetic, language, English grammar, geography, U.S. history, civil government, nature, elements of agriculture, physiology & hygiene, effects of alcohol, prevention of contagious diseases, U.S. Constitution; High School level: English, math, science, social studies, health & physical education, music, combination of business, economics, for-

eign language, industrial arts, or vocational education

Teacher Qualifications Teacher certificate

Notice Required A de facto part of the approval process

Recordkeeping/Testing Required None

PENNSYLVANIA

Compulsory School Age From time the child enters school, "which shall not be later than the age of eight (8) years, until the age of seventeen (17) years"

OPTION 1

Legal Option To Home School Establish and operate a home education program

Attendance Required 180 days per year or 900 hours at the elementary level or 990 hours at the secondary level

Subjects Required Elementary level: English spelling, reading, writing, arithmetic, U.S. & Pennsylvania history, civics, health & physiology, physical education, music, art, geography, science, safety and fire prevention. Secondary level: English language, literature, speech and composition, science, geography, civics, world, U.S., and Pennsylvania history, algebra & geometry, art, music, physical education, health, safety, and fire prevention

Teacher Qualifications High school diploma or equivalent

Notice Required File a notarized affidavit with the local superintendent prior to start of home school & annually by August 1st thereafter

Recordkeeping Required Maintain a portfolio of materials used, work done, standardized test results in grades 3,5, and 8, and a written evaluation completed by June 30 of each year

Testing Required Administer standardized tests in grades 3,5, and 8; submit results as part of portfolio

OPTION 2

Legal Option To Home School Establish and/or operate a home school as an extension or satellite of a private school

Attendance Required 180 days per year or 900 hours at the elementary level or 990 hours at the secondary level

Subjects Required Elementary level: English spelling, reading, writing, arithmetic, U.S. & Pennsylvania history, civics, health & physiology, physical education, music, art, geography, science, safety and fire prevention. Secondary level: English language, literature, speech and composition, science, geography, civics, world, U.S., and Pennsylvania history, algebra & geometry, art, music, physical education, health, safety, and fire prevention

Teacher Qualifications None

Notice Required School principal must file a notarized affidavit with the department of education

Recordkeeping/Testing Required None

OPTION 3

Legal Option To Home School Use a private tutor who:
 1) is teaching one or more children who are members of a single family.
 2) provides majority of instruction, and

	3) is receiving a fee or other consideration for the instruction
Attendance Required	180 days per year or 900 hours at the elementary level or 990 hours at the secondary level
Subjects Required	Elementary level: English spelling, reading, writing, arithmetic, U.S. & Pennsylvania history, civics, health & physiology, physical education, music, art, geography, science, safety and fire prevention. Secondary level: English language, literature, speech and composition, science, geography, civics, world, U.S., and Pennsylvania history, algebra & geometry, art, music, physical education, health, safety, and fire prevention
Teacher Qualifications	Teacher certificate
Notice Required	File copy of certification & criminal history record with the local superintendent
Recordkeeping/Testing Required	None

RHODE ISLAND

Compulsory School Age	"completed six(6) years of life on or before December 31 of any school year and not completed sixteen(16) years of life"
Legal Option To Home School	Establish and operate a home school as approved by the local school board
Attendance Required	"Substantially equal" to that of public schools
Subjects Required	Reading, writing, geography, arithmetic, U.S. and R.I. history, principles of American government, English, health and physical education; U.S. and R.I. constitution in

high school
Teacher Qualifications None

Notice Required A de facto part of the approval process

Recordkeeping Required maintain an attendance register

Testing Required As prescribed during the approval process

UTAH

Compulsory School Age "between six and 18 years of age"

OPTION 1

Legal Option To Home School Establish and operate a home school as approved by the local school board

Attendance Required same as the public schools

Subjects Required Language arts, math, science, social studies, arts, health, computer literacy, and vocational education

Teacher Qualifications None specified; however, the local school board can consider the basic educative ability of the teacher

Notice Required A de facto part of the approval process

Recordkeeping/Testing Required None

OPTION 2

Legal Option To Home School Establish a group of home school families

Attendance Required As a regular private school

Subjects/Teacher Qualifications None

Notice/Recordkeeping/Testing Required None

VERMONT

Compulsory School Age "between the ages of seven and sixteen years

Legal Option To Home School Establish and operate a home school

Attendance Required 175 days per year

Subjects Required Reading, writing, math, citizenship, history, U.S. and Vermont government, physical education, health, English, science, and fine arts

Teacher Qualifications None

Notice Required File a written notice of enrollment with the commissioner of education any time after March 1 for the subsequent year

Recordkeeping Required None

Testing Required Submit an annual assessment from: 1)a certified (or approved Vermont independent school) teacher, or 2)a report from a commercial curriculum publisher together with a portfolio, or 3)results of an acceptably administered standardized test

WASHINGTON

Compulsory School Age "eight years of age and under eighteen years of age"

OPTION 1

Legal Option To Home School Establish and operate a home school

Attendance Required For grades 1-3: at least 2700 total hours; for grades 4-6: at least 2970 total hours; for grades 7-8: at least 1980 total hours; for

Subjects Required	grades 9-12: at least 4320 total hours Occupational education, science, math, language, social studies, history, health, reading, writing, spelling, music and art appreciation, U.S. and Washington constitutions
Teacher Qualifications	Either: 1) be supervised by a certified teacher; or 2) have 45 college quarter credit hours or completed a course in home education, or 3) be deemed qualified by the local superintendent
Notice Required	File an annual notice of intent with the local (or applicable nonresident) superintendent by September 15 or within two weeks of the start of any public school quarter
Recordkeeping Required	Maintain standardized test scores, academic progress assessments, and immunization records
Testing Required	Annually, administer and retain a state approved standardized test by a qualified person or have the child evaluated by a certified teacher

OPTION 2

Legal Option To Home School	Operate a home school as an extension of an approved private school
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Attendance Required	For grades 1-3: at least 2700 total hours; for grades 4-6: at least 2970 total hours; for grades 7-8: at least 1980 total hours; for grades 9-12: at least 4320 total hours
Subjects Required	Occupational education, science, math, language, social studies, history, health, reading, writing, spelling, music and art appreciation, U.S. and Washington constitutions
Teacher/Notice/Recordkeeping/Testing Required	None

WEST VIRGINIA

Compulsory School Age "compulsory school attendance shall begin with the school year in which the sixth birthday is reached prior to the first day of September of such year or upon enrolling in a publicly supported Kindergarten program and continue to the sixteenth birthday"

OPTION 1

Legal Option To Home School Seek local school board approval to operate a home school

Attendance Required same as the public schools; generally 180 days per year

Subjects Required English, grammar, reading, social studies, and math

Teacher Qualifications Be deemed qualified to teach by the local superintendent and school board

Notice Required A de facto part of the approval process

Recordkeeping/Testing Required As prescribed during the approval process

OPTION 2

Legal Option To Home School Establish and operate a home school

Attendance Required None

Subjects Required English, grammar, reading, social studies, and math

Teacher Qualifications High school diploma and formal education at least four years higher than the most aca-

	demically advanced child to be taught	
Notice	File a notice of intent with local superintendent	
Required	two weeks prior to starting to home school	
Recordkeeping	Required	None
Testing	Annually, either: 1)administer an acceptable	
Required	standardized test, or 2)be evaluated by a	
	certified teacher, or 3)assessment progress	
	by another agreeable means	

These state regulations are not meant to scare away parents from home schooling. Remember that "education" has been in the hands of the government for around 150 years and they really believe it's their job. Government departments don't remember that parents used to school their own children. There is no need to see the "state" as an enemy to hate and war with in fear. Christians just need to consistently inform the government and show proof of their abilities as they have been doing through the home school movement. About fifteen years ago, this movement began to really expand and legislators became very interested. Many states had laws against home school, but as parents worked together with legislators, extensive changes made home school a respected option, at least at the state government levels. Much work is yet to be done, but thanks to those pioneering parents who've developed the need for home school associations and other helpful groups, all parents are free to home school. Yes, more needs to be done to rid all state regulations incumbering to parents, and this is in the works. But, Christians would do well to rid themselves of the us versus them mentality. This fear comes from ignorance, but knowledge reaches out in confidence to bring understanding to neighbor's, school districts and legislators. So, home school following the rules presently required by your state. One note on Washington state's attendance requirements is the daily hours amount to

five hours for grades 1-3; five and a half hours for grades 4-8; and six hours for grades 9-12. Choose the best option available; the freeist one. And if you are opposed, point out your knowledge of regulations and adherence to them. Contact HSLDA for further assistance. Parents must be members to qualify and can only be members if home school is not under public school umbrellas, or if the public school regards the student as less than full-time and the parents are providing at least 51% of the entire course of instruction.

Now, obviously some outrageous things have been pushed upon some home school families at local levels. An ignorant school district or nosey neighbor has called a child protective service, creating undo suspicion. HSLDA membership is imperitive in avoiding and handling these situations. But, this author also believes that open communication with the public system and neighbors brings less hostility. A secretive family living in an apartment building or urban neighborhood invites suspicion when they close themselves off from the world. Christian's must be the standard God has made them to be. "Let your light so shine before men, that they may see your good works and glorify your Father in heaven." (Matthew 5:16) This is not to say that all persecuted families have caused the trials they've been through. Some are sent out "as sheep in the midst of wolves. Therefore be wise as serpents and harmless as doves." (Matthew 10:16)

This next list is of state home school associations all compiled from HSLDA's *website* www.hsllda.org. Some may be affiliated with state authorities and others are independent. These associations should be able to answer any questions including up-to-date regulations. There is a tremendous networking of families and groups bringing home school to the forefront as a proven means of education.

Christian Home Education Fellowship of Alabama
3325 Crestwood Drive
Semmes, AL 36575-5443
Phone: (334)654-5003 Fax: (334)645-9243

Alaska Private & Home Educators Association

P.O. Box 141764

Anchorage, AK 99514

Phone: (907)566-3450

Arizona Families for Home Education

P.O. Box 2035

Chandler, AZ 85244-2035

Phone: (602)443-061 E-mail: afhe@primenet.com

Web: <http://www.afhe.org/>

Flagstaff Home Educators

P.O. Box 31236

Flagstaff, AZ 86003-1236

Phone: (520)774-0806

The Education Alliance (Arkansas)

414 S. Pulaski, Suite 2

Little Rock, AR 72201-2930

Phone: (501)375-7000 Fax: (501)375-7040

E-mail: arfamcouncil@aol.com

Christian Home Educators Association of California

P.O. Box 2009

Norwalk, CA 9065

Phone: (562)864-2432 or (800)564-CHEA

E-mail: cheaofca@aol.com Web: <http://www.cheaofca.org>

Family Protection Ministries (Calif.)

910 Sunrise Avenue, Suite A-1

Roseville, CA 95661

Christian Home Educators of Colorado

3739 E. 4th Avenue

Denver, CO 80206

Phone: (303)393-6587

Fax: (303)393-0924 Web: <http://www.chec.org>

Concerned Parents for Colorado

P.O. Box 547

Florissant, CO 80816

Phone: (719)748-8360 E-mail: treonelain@aol.com**The Education Association of Christian Homeschoolers**

25 Field Stone Run

Farmington, CT 06032

Phone: (860)231-2930 or In State (800)205-7844

E-mail: raysheen@tiac.netWeb: <http://www.tiac.net/users/raysheen/teach/>**Bolling Area Home Educators (District of Columbia)**

P.O. Box 8401

BAFB

Washington, DC 20336-8401

Phone: (202)561-0234

E-mail: haselvid@aol.com**Delaware Home Education Association**

1712 Marsh Road, Suite 172

Wilmington, DE 19810-4611

Phone & Fax: (302)475-0574 E-mail: jcpoeii@juno.com**Tri-State Home School Network (Delaware)**

P.O. Box 7193

Newark, DE 19714

Phone: (302)368-4217

Florida Parent-Educators Association, Inc. FPEA

P.O. Box 50685

Jacksonville, FL 32240-0685

Phone: 877-275-3732 or local (904)241-5538

Fax: (904)241-5539

E-mail: office@fpea.com Web: <http://www.fpea.com>**Florida Coalition of Christian Private School Administrators**

12847 66th Street

Largo, FL 33773-1806
Phone: (813)539-1881 E-mail: cheffccpsa@aol.com

Georgia Home Education Association
245 Buckeye Lane
Fayetteville, GA 30214
Phone: (770)461-3657
E-mail: ghea@mindspring.com Web: <http://www.ghea.org>

North Georgia Home Education Association
200 West Crest Road
Rossville, GA 30741-1410
Phone: (706)861-1796 E-mail: Tdrennan@juno.com

Georgians for Freedom in Education
209 Cobb Street
Palmetto, GA 30268
Phone: (770)463-1563

Christian Homeschoolers of Hawaii
91-824 Oama Street
Ewa Beach, HI 96706
Phone: (808)689-6398

Pocatello Regional Idaho Home Educators
P.O.Box 3033
Pocatello, ID 83206-3033
Phone: (208)238-0850 E-mail: prche@ida.net

Illinois Christian Home Educators
P.O.Box 775
Harvard, IL 60033
Phone: (847)662-1909
Fax: (815)943-7883 E-mail: ICHE83@juno.com

Christian Home Educators Coalition of Illinois
P.O.Box 47322

Chicago, IL 60647

Phone: (773)278-0673 E-mail: ILCHEC@aol.com

Indiana Association of Home Educators

8106 Madison Avenue

Indianapolis, IN 46259

Phone: (317)859-1202 E-mail: iahe@inhomeeducators.org

Web: <http://www.inhomeeducators.org>

Network of Iowa Christian Home Educators

Box 158

Dexter, IA 50070

Phone: (515)830-1614 or (800)723-0438

E-mail: niche@netins.net

Web: <http://www.netins.net/showcase/niche/>

Christian Home Educators Confederation of Kansas

P.O.Box 3968

Wichita, KS 67201-0081

Phone: (316)945-0810 E-mail: check@cjnetworks.com

Web: <http://www.cjnetworks.com/~check>

Christian Home Educators of Kentucky

691 Howardstown Road

Hodgensville, KY 42748

Phone: (502)358-9270

E-mail: brojoe@bardstown.com

Kentucky Home Educators Association

P.O.Box 81

Winchester, KY 40392-0081

Phone: (606)744-8562 E-mail: Katy@mis.net

Christian Home Educators Fellowship of Louisiana

P.O.Box 74292

Baton Rouge, LA 70874-4292

Phone: (888)876-2433 Fax: (504)774-4114

Homeschoolers of Maine

337 Hatchet Mt Road

Hope, ME 04847 Phone: (207)763-4251

Fax: (207)763-4352 E-mail: homeschl@midcoast.com

Maryland Association of Christian Home Educators

P.O.Box 247

Point of Rocks, MD 21777-0247

Phone: (301)607-4284 E-mail: mache@juno.com

Web: <http://www.machemd.org>

Christian Home Educators Network (Maryland)

P.O. Box 2010

Ellicott City, MD 21043

Phone: (310)474-9055 E-mail: chenmaster@maranatha.net

Web: www.chenmd.org

Massachusetts Homeschool Organization of Parent Educators

5 Atwood Road

Cherry Valley, MA 01611-3332

Phone: (978)544-7948 Fax: (508)791-8165

E-mail: info@masshope.org Web: <http://www.masshope.org>

Information Network for Christian Homes (Michigan)

4934 Cannonsburg Road

Belmont, MI 49306

Phone: (616)874-5656

Minnesota Association of Christian Home Educators

P.O.Box 32308

Fridley, MN 55432-0308

Phone: (612)717-9070 Web: <http://www.mache.org>

Mississippi Home Educators Association

P.O.Box 945

Bookhaven, MS 39602

Phone: (601)833-9110 E-mail: MHEA@juno.com

Web: <http://www.mhea.org>

Missouri Association of Teaching Christian Homes
2203 Rhonda Drive
West Plains, MO 65775-1615
Phone & Fax: (417)255-2824
E-mail: match@christianmail.net

Families for Home Education (Missouri)
6209 N.W. Tower Road
Platte City, MO 64151
Phone: (417)782-8833 E-mail: fhe@microlink.net
Web: www.microlink.net/~fhe/index.htm

Montana Coalition of Home Educators
Box 43
Gallatin Gateway, MT 59730
Phone: (406)587-6163
E-mail: white@gomontana.com
Web: <http://www4.gomontana.com/white/mche.htm>

Nebraska Christian Home Educators Association
P.O.Box 57041
Lincoln, NE 68505-7041
Phone: (402)423-4297
Fax: (402)420-2610
E-mail: nchea@navix.net

Northern Nevada Home Schools
P.O.Box 21323
Reno, NV 89515
Phone: (702)852-6647
E-mail: NNHS@aol.com

Silver State Education Association (Nevada)
888 W. 2nd Street, Suite 200
Reno, NV 89503

Phone: (702)851-0772

E-mail: ssca@powernet.net

Christian Home Educators of New Hampshire

P.O.Box 961

Manchester, NH 03105

Phone: (603)569-2343

Web: <http://www.mv.com/ipusers/chenh/>

Education Network of Christian Homeschoolers of
New Jersey Inc.

120 Mayfair Lane

Mount Laurel, NJ 08054-3126

Phone: (609)222-4283 Fax: (609)222-4282

E-mail: enochnji@uscom.com

Web: <http://www.enoch-nj.org>

Christian Association of Parent Educators of New Mexico

P.O.Box 25046

Albuquerque, NM 87125

Phone: (505)898-8548

E-mail: cape-nm@juno.com

Loving Education At Home

P.O.Box 88

Cato, NY 13033

Phone & Fax: (716)346-0939

E-mail: info@leah.org Web: <http://www.leah.org>

North Carolinians for Home Education

419 N. Boylan Avenue

Raleigh, NC 27803-1211

Phone: (919)834-6243 E-mail: nche@mindspring.com

North Dakota Home School Association

P.O.Box 7400

Bismarck, ND 58507-7400

Phone: (701)223-4080

E-mail: ndhsa@wdata.com

Christian Home Educators of Ohio

117 W. Main Street, Suite #103

Lancaster, OH 43130

Phone: (740)654-3331

Fax: (740)654-3337

E-mail: cheo@buckeynet.net

Web: <http://www.cheohome.org>

Home Education Action Council of Ohio

310 Blue Bonnet

Findlay, OH 45840

Phone: (419)422-9371

Christian Home Educators Fellowship of Oklahoma

P.O.Box 471363

Tulsa, OK 74147-1363

Phone: (918)583-7323

Oklahoma Central Home Educators Consociation

P.O.Box 270601

Oklahoma City, OK 73137

Phone: (405)521-8439

Oregon Christian Home Education Association Network

17985 Falls City Road

Dallas, OR 97338

Phone: (503)288-1285

E-mail: oceanet@oceannetwork.org

Web: <http://www.oceannetwork.org>

Christian Home School Association of Pennsylvania

P.O.Box 115

Mt Joy, PA 17552

Phone: (717)661-2428

E-mail: CHAPKimH@aol.com

Pennsylvania Homeschoolers

R.D. 2, Box 117
Kittanning, PA 16201
Phone: (412)783-6512

Rhode Island Guild of Home Teachers
P.O.Box 11
Hope, RI 02831-0011
Phone: (410)821-7700 E-mail: right_right@mailexcite.com
Web: <http://users.effortress.com/signature/right>

South Carolina Home Educators Association
P.O.Box 3231
Columbia, SC 29230-3231
Phone: (803)754-6425
Web: www.schea.org

South Carolina Association of Independent Home Schools
P.O.Box 869
Irmo, SC 29063
Phone: (803)407-2155

South Dakota Christian Homeschools
P.O.Box 528
Black Hawk, SD 57118
Phone: (605)923-1893

Tennessee Home Education Association
3677 Richbriar Court
Nashville, TN 37211
Phone: (615)834-3529

Texas Home School Coalition
P.O.Box 6982
Lubbock, TX 79493
Phone: (806)797-4927
E-mail: staff@thsc.org Web: <http://www.thsc.org>

Utah Christian Home School Association

P.O.Box 3942

Salt Lake City, UT 84110-3942

Phone: (801)296-7198

E-mail: utch@utch.orgWeb: www.utch.org

Christian Home Educators of Vermont

214 N. Prospect #105

Burlington, VT 05401-1613

Phone: (802)658-4561

Home Educators Association of Virginia

P.O.Box 6745

Richmond, VA 23230-0745

Phone: (804)288-1608

Washington Association of Teaching Christian Homes

554 Pletke Road

Tieton, WA 98947

Phone: (509)678-5440

E-mail: rlisk@aol.comWeb: <http://watchhome.org>

Washington Homeschool Organization

6632 South 191st Place, Suite E

Kent, WA 98083

Phone: (206)546-9483

E-mail: WHOoffice@juno.comWeb: <http://www.washhomeschool.org>

Christian Home Educators of West Virginia

P.O.Box 8770

South Charleston, WV 25303

Phone: 9304)776-4664

E-mail: chewvadm@aol.comWeb: <http://geocities.com/athens/forum/8045>

Wisconsin Christian Home Educators Association

2307 Carmel Avenue

Racine, WI 53405

Phone: (414)637-5127

Homeschoolers of Wyoming

P.O.Box 907

Evansville, WY 82636

Phone: (307)237-4383 Fax: (307)237-3080

E-mail: 75761.3066@compuserve.com

The last subject of this chapter deals with the issue of personality conflicts between the parent and child. For much of society there has been a definite change in the discipline and training of children than that of the grandparents of most readers of this book. Secular ideas have long since seeped into Christian families who weren't consciously training according to God's Word. Thus, watered-down consequences for a child's disobedience have weakened parental authority further through successive generations. How important is the use of Scripture in everyday life? What standard are children being held to? Doesn't God have an effective formula for training children or is it obsolete? Considering the effects of a "don't spank, just reason with them" era, isn't it foolish to keep denying what scripture demands? Is *all* scripture given by inspiration of God or *some* scripture? The responsibility for developing the parent-child relationship belongs to the parents. Children will either be trained to obey or disobey. This is fundamental to some, but many of us need to start again with this simple rule. When children are allowed to give excuses for their ways and arguments against their parents' ways; they are learning to usurp authority. They will learn later as adults that no employer will keep them long. These children may grow lazy, irresponsible and unsuccessful, unless they wake-up and refuse to make the mistakes their parents made by the time they have children. There is a wealth of wisdom in the book of Proverbs. Read them with your children every month.

My son, do not despise the chastening of the LORD, nor detest His correction; for whom the

LORD loves He corrects, just as a father the son in whom he delights...He who spares his rod hates his son, but he who loves him disciplines him promptly.. A fool despises his father's instruction, but he who receives correction is prudent...Chasten your son while there is hope, and do not set your heart on his destruction...Even a child is known by his deeds, whether what he does is pure and right...Train up a child in the way he should go, and when he is old he will not depart from it...Do not withhold correction from a child, for if you beat(to strike)him with a rod, he will not die. You shall beat him with a rod, and deliver his soul from hell. Proverbs 3:11-12, 13:24, 15:5, 19:18, 20:11, 22:6, 23:13-14.

Remember the number one reason for home school is to glorify God. Obeying the Bible brings peace in the home. These books mentioned in Chapter 1 are worth suggesting again: Withhold Not Correction by Bruce A. Ray and Baby Wise by Gary Ezzo are excellent in training the parent to rear the child. What an example Christians are to the world when their children obey.

Chapter 3 Is This Home School ?

Some parents take on quite a burden when freeing their children from public school. Life is full enough without trying to squeeze in two or more hours of school. There is a lot of tension for the mom who is anxious about her lack of confidence, state or county regulations, the curriculum she's committed herself to or the independent study program. But, as time goes by, she may toss aside someone else's ideas of education. She will free herself of someone else's lesson plans, and curriculum, because she has developed confidence in her own skills.

Of independent study programs through public schools, one might question who exactly is independent and what are they independent of ? Program directors tend to expect that their curriculum be used and parents have little to do with teaching the material. Others allow some parental choice in certain subjects, but students must be tested by the program director to get approval for passing any subject. After all, the student is literally enrolled in the public school. He must meet their criteria. How much influence can the parent-teacher have when the ISP director grades the student? If this education program works for some, that's great, but other parents see their confidence diminished by directors who rate them inadequate to teach their own children. The student and

parent must know exactly what details of study the director expects or he may not pass the student. The authority that is asserted over some parents in these programs makes it understandable that families put their children back in the system. However, parents need not give up or give in because of public school pressures. Giving themselves a chance to try real home school, will bring confidence in due time. It's not easy to be confident in something new; confidence comes with experience. There have been parents who have taken their children out of traditional school and have not given any formal study for the first year. They might call this doing nothing, but the standardized test scores proved otherwise. These freed students actually raised their test scores. Doing "nothing" is in contrast to a regimented schedule at a desk four hours a day.

"A child tends to absorb knowledge by exploring his world and actively experimenting with real things. He learns much more in this way than in being taught passively. And he is less likely to fail. The so-called basic skills of reading, writing and arithmetic must be considered to be strictly secondary to sound basic development of mind, emotions and body." Better Late Than Early, Raymond & Dorothy Moore

A child at home can explore his own world, keep the creativity children are born with and build lasting values, memories and skills. Parents cannot harm their children by personally teaching them. There is no magic in the approach or subjects a public school uses. The greatest approach anyone can use is to teach the student to teach himself. This begins when the parent recognizes the child's abilities, gifts and what the child is doing on his own time. Then the parent uses the child's choices and pleasures as springboards for teaching: If "Kelly" likes wild animals, have her pick out books in the library, draw a picture, tell you what she read and type a make-believe story on the subject. "Kelly" has just finished library research, art, reading, discussion, science and creative writing. Besides, public school I.S.P.'s are illegal

according to most education codes. Two reasons for their allowance are; the school gets paid for every I.S.P. student and chances of the student reentering the public school system are high. The Home School Legal Defense Association will only allow membership if the public school regards the student's enrollment as less than full-time and that the parent is providing at least 51% of the entire course of instruction, free from government direction or supervision. Joining HSLDA is the best thing any home school family can do for themselves and avoiding public school is best not only for the family, but for the home school movement.

It's August and the curriculum arrives. There is a language arts book, grammar book and history. There is a math book with an answer booklet and extra exercise booklet. There could be half a dozen other subjects. Pages run from 200 to 400 in each book. Your sixth grader will be spending five hours in her room, because there is something to read, write and research in almost every subject. All you have to do is prepare an organized daily schedule. As you open the third book, you are overwhelmed with just the lesson plans. "How can a student get through all of this if Mom is burdened just from outlining? Maybe just down-size the chapters or notice where some subjects repeat themselves in other books." But... you paid for every page.

What is the difference between this home school and traditional school? Are there enough hours in the day for chores and recreation or field trips? Curriculums like the one described above are made for traditional schools where students spend hours: these are not home school curriculums. It is best to avoid anything that will keep parents from real home school and stuck in the regular grind. Just how much of these materials do parents see their children retaining six months, even three months later? Ask yourself again what you want your children to know and why you want to teach any specific areas. State regulations don't make creative lessons impossible, but binding yourself to a curriculum will make you hate school almost as much as your student.

Making your own curriculum will bring better results and there is nothing specified in state regulations that every book must be a published, purchased hardbound. Homemade curriculum is discussed in detail in chapters 4 and 6. Parents can effectively design lessons for any subject for less than a fraction of the cost. And this certainly beats cookie-cutter approaches. It takes less time and headache than sorting through purchased curriculum. You know exactly what you create when you design material yourself, but when all the books are purchased, you can't control them unless you read all the material.

Home school is making a most important change that is turning the hearts of the family towards home. Americans have made life so busy that doing "nothing" stresses us out. There must be television and music going. Little time is taken for meditation; that is, thinking about our thoughts, reasoning and analyzing situations. Listening to Grampa's stories of old just doesn't sound exciting to the average child today. Enjoying time with one another every day must be shown to be worth missing a favorite television program. Parents must lead the way in teaching their children how to relax, communicate and enjoy the right way of building relationships. Working together is also beneficial. When a child is in a silent room for hours, school can seem unimportant; a waste of time. But, when Mom works alongside of him on some subjects, she will learn what is important in the study and what is useless or too difficult. A parent may also have an alternative idea that would mean more to the student. Teaching is not handing over assignments and leaving the room so Mom can get the wash started. It is working together, making sure lessons are understood, reasonable and just learning together. Home school builds relationships at home.

One scenario of a typical home school is Mom at home with four children; two school age, one toddler and an infant. Besides all the usual balancing acts, Mom is frustrated in trying to incorporate some kind of "normal" school day.

However, she realizes anything "normal" isn't possible. Of course, she has adjusted her schedule several times! Nothing seems to work; even taking one student at a time uses up the entire day, between naps and diaper changes and the usual catastrophes. After a few days off from school and advice from experienced home school mothers, she takes notice of how her children play alone and together. The oldest one teaches the younger and three of them are pretty good at helping with some small chores. Isn't this education? This mom is learning how absorbent children are. They are constantly teaching themselves: discovering. All Mom needs to do is direct them now and then. Formal education doesn't have to fit into a schedule. Parents in this scenario will find bits of it making its way into the daily routine. Keep a notebook available to jot down all the activities each child is involved in through the day and note how each can fit into reading, writing and arithmetic, science and social studies. When the two oldest children are third or fourth graders, they will be able to be responsible for more "school" and help a great deal around the house.

Another home school year has begun. Hopefully, Mom can move her son onto bigger math skills. But, as she tests him on his knowledge after the summer break, she is exasperated to find he seems to have completely forgotten the 81 division facts and how to tell time.

Another mom has discovered her son procrastinates on every math lesson, yet has no problem acing the tests. He hates to do a writing assignment, but Mom found a beautifully written science fiction story with illustrations on his computer. What is a mother to do?

A fourth grade girl whizzes through her work in three hours. Everything is completed on task. Mom finds her on her bed surrounded by books about wild animals. She draws them, stuffed ones fill her room, she writes stories about them, makes silent dramas with her toys and reminds her parents she will be going to live in Africa someday.

Another girl has little time for school books. If her mom

leaves her in her room alone, this student will wonder in the playground of her mind, chatting and play acting with the toys until her playmates get home from school. This child is the leader of the neighborhood social club. Her mother has to spend each lesson with her to get anything accomplished, but that means leaving the toddler in front of the tv. because he gets into mischief without it.

There are as many scenarios as there are families. This is why there must be different approaches to educating your child. Real education is to be made meaningful, even during summer break. So if you want your child to know how to tell time, make talking about it a frequent thing throughout the day. It is natural to forget what we don't use and children will need refresher courses when school starts up. Don't let this be such a frustration; it's part of teaching. Sometimes what parents think their child has forgotten was just not fully comprehended to begin with. The 81 math facts aren't useful if the student hasn't gained an abstract understanding. Remember this takes place at age 12 and 13. Before that, children learn best by using manipulatives so that they have a solid understanding of all numbers and then move on to operations. This doesn't mean you have to hold off on flashcards until sixth grade. Just make sure the memorization has purpose to the student. If he can't divide, why teach him to memorize facts. That's completely backwards.

The son who takes no interest in the math lesson, but aces the tests may be bored and lessons too easy. Go on to the next book in line or make up lessons yourself which are more difficult and test him. His attitude toward writing is very common and no wonder: why do schools have to make it so boring? A mother/teacher should be ecstatic over finding a "beautifully written science fiction story with illustrations". Obviously, the student can write well; why not let him write what he enjoys. The experience provides a lesson and all the same rules can be applied. Use the story as a discussion on writing. Point out what was well done and work on any errors (as briefly as possible).

The fourth grader on her way to Africa in her dreams, is a home school mother's dream come true. This daughter is independent enough to school herself well. Forget spending money on curriculum, except maybe a math book. Utilize the library for everything else. Free her of the boredom of school at the desk. Grade her stories and help her discover all there is to know about Africa. As a Christian parent you don't want to disobey God's calling on her life if He so desires to make a missionary out of her. And yet, she may never see Africa. Enter her art work into any contests or exhibits. Get art lessons for her. The other daughter who has no interest in "school" needs to be schooled creatively: Make lessons as short as ten or twenty minutes each depending on her age. Raymond Moore has studied child development and believes most children aren't ready for formal studies until age 8. Don't buy heavy curriculum, but insist on her doing what little is expected and add more time as she progresses. That's the key: Is she progressing? Keep her busy helping Mom in the kitchen, with the laundry and especially with her little brother. They should be able to entertain each other. This is teaching responsibility, caring and home skills to the daughter. She may cooperate more with schooling as she becomes responsible. Children need to be molded closely. Spread lessons out in between chores and play. Be careful about social time with friends, keep it short, but also be there in the middle of play. Parents tend to let their young children out into the neighborhood as though they are letting animals out of the zoo. Show them how to socialize by playing ball with them or board games and cards. Children love to have parents play along. Not only is this a great way to keep an eye out for mischief, but it is great fun.

One last word on this scenario is the toddler who was mentioned should also be learning about obedient behavior. Mom should be able to turn her back and do a small chore without trouble from him. Spankings are especially designed for children this age. Don't let him run your schedule.

Traditional school has been with us so long it's hard to imagine having school any differently, but we must. For the sake of our children, we need to teach that getting knowledge is an enjoyable thing. How we do that makes all the difference in the world to what we produce in our children. They either fit nicely into the mold school has for them, are forced in or they run as far away from it as they can.

As parents see the personality of each child they can grow to appreciate the need for creative education. This only requires a deep breath and a relaxed mode of quiet determination on the parents' part. Remember, the goal in using any school book should never be to get through it or finish it, but to make the contents meaningful.

Chapter 4 REAL HOME SCHOOL

Author's Experience

"There are many plans in a man's heart, nevertheless
the LORD'S counsel--that will stand." Proverbs 19:21

Schedule Page

6:00 a.m.	Mom-prayer and Bible study
7:00	Exercise. Kids awake, dressed
8:00	Breakfast and family devotions or Bible study
9:00	School. Salute flag, prayer, memory verse First half studies
11:00	Chore
12:00	Lunch. Story, reading
1:00	Nap
3:00	2nd half studies--activities

Alternative Schedule

8:00 a.m.	Grocery shopping or errands
10:00	1st half studies
12:00	Lunch. Story, reading
1:00	Nap
3:00	Activities and chore

This schedule was used in my first year of home school with my kindergartener and this was a "loose" outline of hopeful occurrences. Formal school happened somewhere between 9:00 a.m. and 11:00 a.m. It took about an hour, not two. That time included social studies or science, language arts and math. Art and other things took place in the afternoon. Looking back, I would not have had so much school: five to ten minutes per subject is enough for kindergarten and first grade.

Bible study was necessary in beginning every morning. In the first two years of both my children's education a Bible based curriculum was used called *God, Creation and Me*, by Joan R. Summers. It was filled with unit studies which pulled every subject together so that time wasn't wasted having each subject independent of the others. This is an important use of education which public school totally fails to do. Tying subjects together also keeps students interested and true learning takes place. For instance, Noah's Ark can incorporate the Bible, a memory verse, artwork and a science study about weather. This story is also history, a study on sin, family relationships and standing upon God's Word. Paper work for all this was not necessary. Have a lot of discussion and only make note of these issues in a notebook.

Make sure that Mom includes exercise for herself as well as the children; it relieves stress and teaches an important habit in our lives. P. E. is second hand for most children this age, but older children need regular direction to form good habits. It is easy to let this activity go by the wayside unless a student is into sports. Regular exercise is no longer given its place in America and our children are suffering for it health-wise. As a child begins puberty, his body will carry a lot more fat if exercise has been lacking. When Americans were farmers, there was a enough physical work, but now, with everyone pushing buttons, we have to set aside a specific time for this.

Chores are part of education and all family members can

help. My kindergartener divided the wash, folded towels, dusted furniture, made his bed, kept his room tidy and cleaned one bathroom. Be patient about perfection, but teach them diligence. My toddler had to learn to put a toy away before choosing another one. This was quite a task for her to learn. When I began having children, one chore per day was my own goal and I continued this through home school. Monday was wash day. Tuesday was dusting and polishing. Wednesday, I vacuumed the living room and the bedrooms were done alternately on Thursdays. Fridays, my son and I cleaned bathrooms. Do chores before school if cleanliness is a sensitive area for Mom.

My three-year-old was independent enough to keep busy playing when school took place. However, she participated in science experiments, art and reading time. She didn't sleep at nap time, but she lay quietly for two hours...so can your child. Good habits are to be practiced and enforced. When a parent tells me school is too difficult because of a toddler; unless there are several children, I have to say that the adult is not controlling the situation. Make the toddler mind and help him participate in some of the school activities.

Reading of all kinds was done with both children present. Dr. Seuss, phonic textbooks and biographies were mostly used. We went to the library at least once-a-month. (Count this as school). Don't bore your children with history text books. The library has terrific biographies on historical people and adventures. See appendix 4 for a list. Your children need their own history before they can appreciate someone else's. Keep it short and forget the dates--your children will. When they are in junior high, a lengthier study on history can be permissible, but they will only retain some facts. Remember, schools reteach histories throughout their duration. Never "read" science unless you have a child with a scientific mind who enjoys it. Young students can experience enough science through library experiment books, the backyard and parks or the zoo. I taught either social studies or science; never simultaneously.

For language arts and math, I used Dr. Ruth Beechick's old titles of 5 Homespun Steps For Teaching Your Child To Read and An Easy Start In Arithmetic. These booklets were used for first through third grade. Big math texts are too confining for these younger grades. Making up problems insures that you know exactly what your child understands. It is too easy to leave them alone with a text book. Stick to real life problem solving. My children loved to make graphs of neighborhood handball games or all the friends they could name. I made phonics cards on construction paper. I taped words onto objects around the room and "north, south, east and west" on each wall respectively. Spare children these ages of printing. Do very few writing assignments. Phonics rules weren't important to memorize. They came naturally later.

Grammar curriculum, I found, was a terrible waste of money. First and second graders don't have any use for the names of sentence structure. They simply learn to write as well as they talk and they will. If a student writes well, grammar lessons are even less practical until he is in third grade or higher. Having a complete handbook comes in handy for Mom when she wants to discuss or check up on a rule. These grammar and punctuation books can be purchased anywhere; even a nearby college. Make up your own grammar lessons by writing sentences for your children to correct, like this:

they is going to the park I are joining them later
is we taking a walk today she are going with us

Have them circle the errors and add punctuation. If the children know how to speak, they'll know how to correct this. Just explain capitals and periods. "Nouns, adjectives and verbs" can wait a couple of years.

Math was strictly counting: all manipulative, all verbal. The numberline and hundred chart were great in teaching addition and subtraction without equations. Have the

students count up and down the numberline to ten or twenty, count by twos, fives, tens, count backwards.

Afternoons consisted of art, crafts, playtime and reading. Involve all ages and teach the older ones to teach the younger children. Make time to visit friends regularly, especially for Mom's benefit. My husband left for work after lunch, so afternoons were right for visiting. I also took my children to a women's Friday morning Bible study from 9:30 to 11:00. The child care provided good activities; even "school" for students because so many moms home schooled. We traded off in child care and brought Bible lessons, art and games, while the majority of moms could be refreshed in fellowship.

By the third year of home school I began scheduling with 5 weeks on, one week off and 4 weeks on, one week off. I would get the monthly groceries during my week off and write lessons for the next session. At summer break I would write out a schedule, then I made a list of what we would try to study for the entire school year. I am not sure if this is helpful, but some of you may be able to make sense of it, so here it is: a map of Canaan, trips to Gramma's (geography), map of Solomon's temple, familiarity with time; hour/half, measurement, punctuation: copy Mom's sentences, grammar, poetry-- rhyming, art--drawing with dimension, learning 4 biographical Bible characters in 12 months, music--make and use instruments, one woodwork project. Word problems using items in Bible story, dictate Bible story, a poem word list every week, phonics or new words. Pray about relative teaching guitar. Write sentences about Bible story and field trips. Always question after reading story. Gain acquaintance with cursive.

This can be just a matter of brain storming. Make lists and cut them down into any grouping which may help you organize thoughts, particular studies and parts of the school year. Here's one division:

Sketch of School Schedule

July 30--5 weeks--Jacob's life.	Sept 10--5 weeks--Genesis
Oct 22--4 weeks--Joseph's life.	Nov 26--4 weeks--Genesis

Dec 31--4 weeks--David's life	Feb 4---4 weeks--1 Samuel, 2 Samuel, Psalms, 1 Kings
Mar 11--5 weeks--Paul's life	Apr 22--4 weeks--Paul's life

Then the school year was divided into quarters, so I wrote my goals for each quarter as follows:

First quarter: Math--add/sub facts to 6, count to 100, 1st, 2nd, 3rd....10th. Grouping of twos, fives and tens using pennies or ice cream sticks. Geography, maps, looking at clock. Art: tracing objects, punctuation, dictation, phonics and compound words, journal. Second quarter: Math--add 3 numbers, add/sub facts to 10, word problems, measurement. Clock, geography, maps, art (people). Continue same language arts, dictation, spelling rules.

Third quarter: Math--place value to 39, print numbers, grouping (multiplication), borrowing, carrying, graphing, vocabulary only halves and fourths. Look at centimeters, flashcards to 10. Grammar, poetry, journal, cursive practice, "prefix", "suffix" and alphabetizing.

Last quarter: Multiply, divide, borrow, carry, ordinals, measurement, nouns, verbs, dictation, journal, plurals, letter writing and art.

I made my lists as I went through the Beechick books, so if you follow her instructions, these lists I made will make more sense. Also, these items were goals to shoot for, not demands. Manipulatives were constantly used and the very foundation of math lessons. Multiplication for example was teaching my child with ice cream sticks about grouping then adding the groups; not equations, no drawing, no pencils! Division was subtracting groups and divvying out candies to imaginary friends. We played store with scraps of paper with five cents, ten cents, etc. written. Items were chosen to sell, then labeled with the paper money. We would count the money, make

change and even use real pennies, nickels and dimes if the number was understood. This helped in practicing to count by fives and tens. They must understand the principals before trying equations or they will be struggling with math.

A journal by second grade is okay and the only good reason for getting a young child to write. It can be a learning tool for writing and makes a great memento. The student may write about what he sees outside his bedroom window, describe his dog or simply write his name and address. This depends on what he is capable of. But, again, 99% of my children's lessons were by discussion, until third grade and both of them have become very good writers. At the end of the book there is a long list of journaling ideas for older students.

Sharing a few weeks of the daily schedule will give a better perspective on how I incorporated everything.

Weekly Memory verse: Ephesians 6:1-2

Monday---Jacob's birth, character. Genesis 25:19-28. Sum to 6 - sticks, ordinals to 10th (counting only). Tell time through day all week.

Tuesday---Compare Cain/Abel. Question to remind of story. Math sums to 6, McGuffey Reader, make musical instrument, try the scale.

Wednesday--Parents' love...what God says. Word list, name rules, write words. Music-guitar, scale. Count to 100, group by 2's, 5's and 10's using objects.

Thursday--God's love. Word list. Dictate story of Jacob and his birth. Sums to 6.

Friday---Memory verse. Math. Test word list. Reading or Library Day.

Weekly Memory verse: Psalm 31:23

Monday---Genesis 43:15-30. Make word list from journal, add -ed, -s, -ing, reading book, draw picture, by measurement instructions (house).

- Tuesday---Genesis 43:30- 44: 1-4. Word list, reading book, journal, map of Egypt & history. Help cook and discuss quarts, gallons, etc. Clocks
- Wednesday--Genesis 44:5-17. Word list, rhyme, reading book, journal. Tracing. Cut out house drawing and decorate.
- Thursday--Genesis 44:18-34. Word list, write poem, reading book. Assemble house, use ruler. Dictate to me about Joseph.
- Friday----Memory verse, reading, journal, spelling test. Who are the pharoahs? Make math problems for Mom.

Here is great way to take advantage of unit studies or just organize ideas for each semester or entire school year. Take a sheet of paper and write each subject you want to teach around the outer edges: Math, language arts, p.e., science, social studies. You may add or subtract any of these. Now, choose a more specific area, such as the Bible, the Constitution, 13 Colonies, Latin America, Isaac Newton, the solar system or something that will take time to study. Let's choose the Bible. Write "Bible" or a particular scripture in the middle of the page and think of how it can relate to each of the subjects listed:

	language	
math	-reading	p.e.
-creation days	-journal	-jumprope
-groups of 7	-poem	-hopscotch
GENESIS		
social studies	science	
-locale	-creationism	
-customs	-evolution	
-relationships	-evaluation	
	-discussion	
	-experiments	

The detail will depend upon the age and abilities of your child. Don't fill this too much. This is just brainstorming to give you some things to select before lesson plans are concrete. You will want to narrow down subject areas for exact lessons. Here is another example and this would be for grades no lower than fourth or fifth:

	language	
social studies	-note taking	math
-Newton's life	-outlines	-fractions
-beliefs	-biography	- %
-Bible	-report	-probability
	ISAAC NEWTON	science
		-solar system
art		-gravity
-mobile		-history
	p.e.	

The illustration on the next page shows how to make unit studies for more than one student. Grade 5 is on the left, while grade 8 is on the right. Make this your first step, then record each subject in your notebook with all the underlying lesson plans.

A unit may be one week, four weeks, half the school year or whatever you wish. There is no reason for each student in the home to be taught completely different studies. Take advantage of unit studies to teach the same history, science or Bible lessons. Have older children teach younger ones by paraphrasing what they learned in any subject, reading to them or helping them with handwriting. Older children can be helpful in many ways, even recordkeeping. Use the library as often as possible and the expense of school will drop tremendously. A notebook is enough to record all your notes, lesson plans and student work. Graph paper is perfect for attendance records. There are more details on making your own curriculum in chapter 6.

Reading

-Mc Guffey
-Johnny Tremain
-speed tests

-piano
-art

-classical
-art

Reading

-Franklin Speech
-Mc Guffey
-speed tests
-newspaper

Bible

-godly women

-Stepping Heavenward

-Elsie

colonization ---History--American Government

-revol. war

-geography, maps

-Constitution

Bible

-Christianity of
1700's

Math

-mixed fractions

-ratio, decimal fractions

-81 facts

-long division

Language

-letter writing

-journal

-Spanish

-Greek/Latin roots

Language

-Greek/Latin roots

-Spanish

-letters to officials

-newspaper articles

-research paper

-court house

Math

-Algebra

-banking

-job apps.

-resumes

For older grades, work out scheduling the same way and use brainstorming during summer break to create your lessons. Ruth Beechick's You Can Teach Your Child Successfully , has grade level guidelines and the best help on how to teach every subject! And just because these upper grades will require more schooling, this does not mean Mom should have a longer day. Any student should be able to do most of the lessons on his own, as long as he understands what is expected of him. In the notebook next to each lesson or subject, place a square at the far right for the student to be responsible for checking off when he has finished. Here are two examples, one fifth grade, the other of eighth:

Fifth Grade

Sept.9

Bible, prayer, AWANAs	<input type="checkbox"/>
Columbus, geography (globe, map routes)	<input type="checkbox"/>
<u>The Light & The Glory</u> chap.1(4pages)	<input type="checkbox"/>
Spanish 1	<input type="checkbox"/>
Journal, notes	<input type="checkbox"/>
Word problems (p.29:134-144)	<input type="checkbox"/>
Cooking, measurement	<input type="checkbox"/>
Music-piano Art	<input type="checkbox"/> <input type="checkbox"/>

Eighth Grade

Jan.20

Bible, prayer, memory verse	<input type="checkbox"/>
<u>How To Be...</u>	<input type="checkbox"/>
Constitution-- <u>Basic American Gov.</u> (Monarchical Principle)	<input type="checkbox"/>
Journal, 5 news articles, studies notes	<input type="checkbox"/>
Spanish 1	<input type="checkbox"/>
letter to officials	<input type="checkbox"/>
Algebra 9.6 1-12 & mixed review	<input type="checkbox"/>
Cooking	<input type="checkbox"/>
Music--listen to TCHEERS TCHAIKOVSKY	<input type="checkbox"/>
Art 30minutes weekly P.E.	<input type="checkbox"/> <input type="checkbox"/>

	math, <i>God's World</i> , letters,	SS :30
	editor-in-chief	S :30
Sept 28	Math, <i>God's World</i> , chores, language,	LA 1
	wallchart (1:00), middle ages (20),	IL :45
	journal	SS 2:10 S :15
Sept 29	Math, middle ages, journal, library (45),	LA 1
	art (2:00), chores	SS :45 IL :20
Sept 30	Middle ages report (1:00), outline (1),	LA 2:30
	chores, language, medieval times,	IL :30
	Greek/Latin	SS 2:30
Oct 1	Greek/Latin, editor-in-chief, report (30)	LA1:05
		SS:30
Oct 2	Report, typing, outline, middle ages,	LA 3
	grammar, punctuation, paragraph	IL :20 SS 2

LA 28:40 S 2:00 SS 11:40 IL 5:25 FA 14 PE 5 Totals

la--language arts s--science ss--social science
il--independent living fa--fine arts pe--P.E.

Count time in increments of 15 minutes, 20, 30, 45, and by the hours. Add two week totals up to the minute. Every month, add up the cumulative hours.

An excellent resource in lesson planning and professional looking transcripts for junior and senior high school, read Mary Schofield's The High School Handbook, published by Christian Home Educators Press. This book has been written with only the state of California in mind, though most of the material applies to all. Mary has everything from A to Z, including forms to copy for recordkeeping. There is a section on emergency start up programs, if you have just pulled your

older child out of school. You may like her use of detail or you may choose to simplify and make transcripts fancy as school comes to an end. There is no reason to go back to traditional school ways, just because you have a high schooler who may be on their way to college. The advantage to home school is your student now has the time and experience to begin job seeking, even trying some college courses. Both these should be recorded as school in lesson plans and in transcripts as graduation nears. Of course universities have high school requirement courses which you will have to incorporate into home school, but this is not a heavy burden. Whatever the requirements for graduation in your state, use any college courses taken as high school credit. Here is a list of requirements by California State Universities. Most states would require about the same courses. Check your state to be sure.

- 4 years of college preparatory English
- 3 years of Math (algebra, geometry, algebra2)
- 1 year of History (U.S. history or World history)
- 1 year of Laboratory Science (biology, chemistry, physics)
- 2 years of Foreign Language
- 1 year of Visual & Performing Arts (art, dance, music, drama, choir, etc)
- 3 years of electives (history, english, advanced math, lab science, agriculture, foreign language, visual and performing arts, etc).

As you see, these are pretty basic, but make sure you are getting up-to-date info. Any college will be happy to get this for you. University of California is a different college group which requires a couple more courses than the state universities:

- 4 years of college preparatory English
- 3 years of Math (algebra, geometry, algebra 2)
- 2 years of History (U.S. history and World history)

- 2 years of Lab Science (biology, chemistry, physics)
- 2 years Foreign Language
- 2 years of electives (history, english, advanced math,
science, foreign language, visual and performing arts)

Also, if Mom and Dad need help in teaching biology, have the student take a course in college, if there's one nearby; even join your child and study together. Keep records and keep in mind, you're doing more than any public school. Another great aide for older grades and learning how college entrance works, read Cafi Cohen's "And What About College?" published by Holt Associates, Inc. I found this gem in our city library, then purchased a copy. Cafi has exhaustive references and instruction on applying to the right college. She also, believes in home school, not school at home. Her subtitle reads, "How homeschooling leads to admissions to the best colleges and universities." Surprising? Mind blowing? Well, according to her findings, home schoolers are looked upon as independent, high profile students with so much more to offer colleges, many are jumping at the chance to admit these creatively educated students.

Included in Cafi's book is her family's story of beginning home school for her sixth grade daughter and seventh grade son. Taking advantage of time, she included all activities as school, recording every event and teaching her children to use their time wisely. They were very involved outside the home; learning skills and how to make use of their gifts. The last chapter is questions and answers asked at her seminars. One appendix has a time line check list for the home schooler on his way to college. There are lists of selective colleges that have admitted home schoolers, colleges of special interests to home schoolers, reference books on researching colleges and career manuals. There are examples of transcripts and resumes for college and military service. Her experiences give such enthusiasm you may wish your children were already in high school.

This chapter is dedicated to serving parents whose hearts are in home school, but whose minds and finances are drained by traditional examples. Except for having four or more children, home school should not be as draining as it has been to many parents. You are not a traditional school, so don't act like one. When I say home educated children do more than traditional students, I mean students actually learn and retain; not that they have more time down than public school. The unschool way gives students a chance to find their own gifts, become independent and learn necessary life skills. This kind of self-education should never burden parents financially. With less money spent on textbooks, parents may have what is needed to pay for that music or art class. May chapter 5 further aide parents in putting to work those examples shown throughout chapter 4.

Chapter 5 Teaching Mom To Teach

Preparation is a skill which must be practiced. To prepare ahead results in successful school days and a happy home. Write out your philosophy: why you are home schooling. Use scripture and any known facts and opinions you have. Read it every now and then when you're wondering why you home school. An 8.5 X 11 notebook for each child with at least 50 pages for attendance and lesson plans will last 200 days. One full page is enough for two days on each side. As teaching experience grows, you may put a whole month on one page. Decide the season and days of school based on what's best for your family. Year round school is great for low pressure and solves the summer boredom of children. You may also discover how much more school can be recorded by having year round instruction. Try what seems right for you and know that changes may be made to fit your needs and desires. You are the administrator. Have school four or five days a week and take every fourth or sixth week off to clean house. No regulation hinders parents from creative scheduling, as long as attendance is recorded.

Taking a most regulated state, such as Washington, let's fix a schedule. At 180 days, grades 1-3 must have five hours of school daily; 4th-8th must have five and a half hours daily and grades 9-12 must have six hours. Using a notebook for

each child, jot everything and I mean everything done each day. Neat year end computer copies can be produced later for professional looking files, but it's not necessary. Take note of every chore, helping a neighbor, cooking (including slapping together a peanut butter and jelly sandwich) any visits to Gramma's or a friends, trips across the state, any personal drawing and reading of all kinds, visits to the library, the store, the movies...What has your child seen on television today? What kind of music did he listen to? Record all this and have him help by recording it himself. Have him write about the movie or music in his journal; giving an opinion on it. How much time does he spend on piano practice, novels, playing with the dogs or roller blading? Write it all down. Does he sing in the church choir, join in on dramas, skits or help out in the AWANAS program? Note it in his records. Don't forget to add his teacher's aide experience if he's helping little brother to read or with flashcards. Does your family go camping, hiking or take mission trips? Record everything. I think you've got the idea. It's enough to record items as "cooking" or "art" without giving all the details, unless there was a certain study on measurement or perspective. In other words, the activities above like making a sandwich, can be listed as cooking, period. Keep a list of all the books read by you and your children, coding them with your opinion and don't forget to write down the library reference number, so you can find it easily for another lesson, for another child, another year.

All of the above activities will fit under any school subject. Under language arts place: note taking, reading, library research, movies, critique, teacher's aide. Under math put: recordkeeping, teacher's aide, cooking, trips, shopping. For social studies: visiting Gramma's, a friend, trips, reading, library, movies, music, choir, drama, teacher's aide(reading a biography), camping, hiking, mission trips. For science put cooking, trips, drawing, reading, library, movies, recordkeeping, roller blading, teacher's aide (experiments, etc.), camping, hiking, (life science, earth science). Physical

education: yard work, visiting with friends, walks to the store, playing with pets, roller blading, AWANAS, teacher's aide, camping, hiking and mission trips. For visual and performing arts put drawing, music, piano, choir and drama. Notice how many activities can fit into several subjects? This will reduce you and your students' work load. It is not cheating. Fit these into all the categories they belong in.

At 180 days (half a year) you can see the hours adding up quickly. Spread your school year out if you need to meet the daily time minimum, but can't see having school for five hours. You can make up what is required by having more days of school and adding that time to the 180 days. Say your year round school records 3.5 hours of daily activities, so you'll record 5 hours daily on your year end schedule because you had a longer school year of 1.5 extra hours daily. Also, it may be just as easy to count hours by the week or every two weeks, then divide by the number of days to fill your quota on paper. Some subjects or projects take more time than others, so it is difficult to have the same amount of time spent daily. Public school teachers know this well, so don't fuss over exact hours. You'll be amazed how much time can be recorded. The hours per day requirements do not say one hour per subject, so if your child works two hours on an art project, or reading, or watches a movie he is critiquing, he only has four more hours of school as a ninth grader in Washington. And by all means, if your state doesn't require certain amounts of time daily, please don't you either! Look at these two schedules for a school year:

4 day school week / 3 day weekend

month	days	month	days
July	16	Aug	17
Sept	18	Oct	17
Nov	17	Dec	14
Jan	16	Feb	16
March	18	Apr	14
May	<u>16</u>	June	<u>no school</u>
	101		78

At 179 days, there are four days of school per week and three day weekends throughout. December was the exception with approximately three weeks of school at five days each. Take off nine or so days for Christmas vacation.

6 weeks on--1 week off (5 day weeks)					
month	weeks	days	month	weeks	days
July	4	20	Aug	3	15
Sept	5	25	Oct	3	15
Nov	3	15	Dec	4	20
Jan	4	20	Feb	3	15
March	3	15	Apr	4	20
May	3	<u>15</u>	June	off	<u>85</u>
		110			

Above, there are 195 days of school with a week off in August, October, November, December, February, March and May. Look at the calendar and figure any combination of time you want: four weeks on and one off, five weeks on and one off, etc. Use June as preparation for the next school year or any month. Just switch school around to fit in your plans. But, have this accomplished before the school term begins.

The summer before school, read through Ruth Beechick's books, depending on the grades of your children. Read at least one of Raymond Moore's books. The approaches to teaching these writers share will get Mom started on a less pressured and confident road. The benefits of the teacher leading school with the schedule she wants will help each day run more smoothly. There is no magic to public school schedules and no regulations to keep Mom from incorporating what fits the family. Dads can greatly help the teacher by yielding to her schedule, since Mom runs the home while Dad is away. With her "stay home" experience Mom knows best where to place school.

Dads can also take a subject or two and teach the family; such as Bible study and another area he might personally be gifted at. (I use the term gifted loosely). Simply work

together to aid and encourage each other. Teaching school can be a shared experience. Children can appreciate both parents.

Get every child involved this summer in chores and activities to create a system or schedule that everyone can be used to before school begins. Don't be rigid and bossy. Teach chores must be done right and responsibly, but leave room for practice. Be careful about putting a time and hour on everything. Busyness is not next to godliness. Be fruitful, but practical and have fun. Help older children teach the younger ones to fold towels, rake leaves, feed the dogs and wash dishes. The whole family should participate in all jobs of the house. If allowances are given, pay a child for a job that is his alone and is not a normal responsibility like keeping his own room clean or feeding the animals. There is no place for paying children for every job they do. They must do many things without expecting payment. If one child mows the lawn, that may be a job to pay him for. It is all up to Dad and Mom. Keep daily schedules on the refrigerator and make it a part of necessary reading in the morning; there will be less arguments. Children may also trade a job if the need arises. Jobs may be doled out daily or Mom may want to take one day out of the week to clean. There must be at least one rest period a day taken for quiet play or reading, depending upon Mom's desire. After lunch is best and probably just before bedtime. This is not to say that all other hours are to be filled with work, work, work. (One quick note on the differences of hours of sleep is that your 14 year old may be wanting to "sleep in". The truth is he will be needing as much as ten hours.) There should be lots of free time for children to be creative or relaxing. Chores should take very little time; school, a little more time and free time should be as much as keeps the children content and constructive. Of course, having a farm or home business would require more than most households.

Mention was made briefly in chapter 4 of the importance of fellowship. Put school and chores aside regularly to make

room for this, "not forsaking the assembling of ourselves together, as is the manner of some, but exhorting one another, and so much the more as you see the Day approaching." Hebrews 10:25. This is not laid aside for Sunday alone. How refreshing is the smallest of fellowship during a rough week. The writer of Hebrews knew all too well how easy it is to forsake time with each other, some even purposely avoiding it. We are neglecting the use of our gifts for the edification of the body when we busy ourselves in our own homes. But the benefits to ourselves are rich when we share our lives with others, especially believers. Many families get together for certain studies. One parent may have resources for chemistry and be able to have a school group, where five or so students can go through lessons together. Our children also need to have fun with others. If the weeks are so full that no time can be made for visiting and games, you are not having real home school. A change is necessary. Moms need interaction and encouragement from other moms. Children need to play and recreate. If there is one child in the family, having one good friend is especially important. Join a physical education group (preferably home school) or a city league. It is best if this is only a couple of times per month, if there are already other activities outside the home. An art class can be fun for a child or even Mom and the child. Some home school areas have skate days or park days, where Moms and children gather for recreation and fellowship. Get involved with any home school newsletter in your area. There are planned field trips, talent shows, support groups, youth activities, historical reenactment days, book sales, faires; you name it. We are not alone! Praise the Lord.

Once your student has reached high school goals should be discussed and set for finishing education at home. Will she go on to college or a university. What are her gifts? Should she consider programs over the internet or does she need to go off to college? The two books listed in chapter 4 have all the questions and answers for planning. Also, a helpful resource is Discover Your Children's Gifts by Don and Katie

Fortune, published by Chosen Books. There are scales and graphs to help parents and children decipher what their gifts are so that some kind of focus can be found. Training each individual child and understanding their personality traits is discussed in detail. If your state allows testing that graduates your child early from high school like the *California High School Proficiency Exam*, have him study up on it and take the test. It can be helpful to get a student right into a junior college if it is nearby. Having him take a couple of classes to ease him into college; even just to find out more about what he wants to do with his life.

At the end of each school year, I type a list of curriculum and lesson plans that goes with my philosophy and attendance records. This is all placed in a folder as proof of school records to be shown to the school district if ever I need to. I used school district "objectives" which came in a package from a school. It has one page for each grade; a report card sample on the front and each subject with detailed plans on the opposite side. Here are some examples:

Language Arts

Reading: Use knowledge of reading strategies to read words, phrases, sentences, and stories with fluency and expression. Identify the purpose for reading a selection and know how to vary reading speed to fit material being read. Participate in comprehensive activities: vocabulary development, identifying details and the main idea, predicting outcomes, drawing conclusions, determining fact and opinion, etc. Know how to alphabetize, identify and use parts of a dictionary and a book, select and interpret information from an encyclopedia, atlas, map, chart or graph, and learn beginning outlining skills. Experience a wide variety of literature and develop an understanding of story elements and literary language.

Oral Language: Participate in informal and formal oral language activities: listening, sharing,

discussions, question and answer sessions, oral reports, debates, interviews, panel discussions, summarizing, dramatic presentations, vocabulary development, and giving and following directions.

Written Language: Write original stories, paragraphs, letters, poetry, reports, and essays. Use correct capitalization, punctuation, and grammar. Revise and edit own writing.

Spelling: Use correct spelling on weekly lists and in daily writing.

Handwriting: Write upper and lower case cursive letters using correct form. Write words and sentences using proper spacing and neatness.

Like I said, this is extreme detail, but it makes the public system look good. The wording may help those parents who need to give a traditional look to their school, because of what regulations require and some superintendents expect. These forms are probably available to anyone requesting one at the beginning of school. Edit them however you like. Don't be deceived into believing even half of these objectives get accomplished in the public system. Your school has a better advantage. Attendance records can be on graph paper. For states which require lots of hours or recordkeeping, have a binder or folder of every event and activity your student has done. File entries to fairs, exhibits(whether entered or viewed), skate tickets, movie tickets, pamphlets, AWANA ribbons and awards, proof of field trips, etc. This will astound any public school authority. Have students create their own scrapbook of materials that are loose or odd shaped.

Preparation is time consuming, but a terrific habit which becomes easier with practice. It makes life simpler. If you go grocery shopping without a list, you'll forget something. If you start school without plans, you'll want to forget you ever heard of home school. Lighten your burden, get your children to work, have lots of fellowship and make happy memories.

Chapter 6 Curriculum Without Chaos

Usually the decision on curriculum is who sells it and how much can you get for the money. There is so much variety and advertisers tell parents just how important their text is. How can you make sure you've ordered all the books your student needs? After studying "how" to approach teaching at home, you can easily analyze "what" to teach. With the proper reference books at hand, your actual student books will be very few. In fact, depending on the grade, one to two texts will be all that is necessary to purchase.

As stated before, many how-to references are purchased to sit on the bookshelves of homes, because parents are anxious about what to teach. The curriculum arrives in late August and Mom has given herself very little time to assess what lessons she'll be covering. The first day of school comes and the race is on. The headaches begin and burn out is imminent. However, when reference tools are taken seriously, there is no need for races or burn out. Five books that should take students, or parents rather, from kindergarten through jr. college are REAL HOME SCHOOL, You Can Teach Your Child Successfully, Better Late Than Early, And What About College? and a high school handbook written for your state. The approximate cost of these lifetime education books is \$80. Imagine that. Parents have shared

that many of them spend \$500 per year for one child. Text books do not encourage parents or students. They do not give a perspective on their importance. Text books say, "Here, do this and get it right. Don't stop until the last page is covered." That is why teachers are necessary. They control the text and give it meaning, so should Mom and Dad. Stay on top of that text, skip the unnecessary and take the time needed to give understanding to the student.

Better things come in small packages. The \$6.00 spent on Ruth Beechick's 5 Home Spun Steps For Teaching Your Child To Read and An Easy Start In Arithmetic in 1988 were worth \$100 to me. These tiny booklets were packed with all the practicality needed for teaching phonics, reading, spelling and math for the first four years of each child's education. The only "curriculum" purchased for the first two years of home school was "God, Creation And Me" for \$60 in 1988. This was a complete binder with lessons on all subjects with emphasis on manipulative teaching, activities and the unschool theory. When seeking to add another text book to our school within the first four years, I was always sorry when I did. What was I looking for, anyway? We had all that we needed through third grade. It must have been that old theory of "school" creeping up on me. There is never a good reason for purchasing another text of the same subject you already have. There may be good reason to give up on certain texts, but don't replace them! Wait for the next year or after you've used up the reference book for a certain grade. Such as, Beechick's You Can Teach Your Child Successfully, which is for fourth through eighth grade, after finishing her K-3rd grade references. Here are some curriculum ideas listed by subject:

Bible and Reading

Reading is foundational to all education and with a variety of materials that spark imagination and critical thinking, a love of reading develops and with that, a love of knowledge. See appendix 3 for books every house hold should have or at least use the library to get them. These books can be read

time and time again. Most families own Dr. Seuss, rhymes and Bible story books. Read to your child every day. In these are English, phonics, poetry, songs, critical thinking and even math lessons. The AWANAS program which churches sponsor, is a valuable asset. Even without reading, small children can memorize Bible verses. This program has many areas that can be listed in lesson plans in a variety of subjects for your school. The Moore McGuffery Readers are a set of four small reading books which can be used through high school. Home education through third grade should consist mostly of reading including being read to. Use books that explain Bible doctrine and the character of God. Fourth graders and up should be starting to read about worldviews and the cults. Writers have done a terrific job in the area of teaching apologetics to young children. Stay away from the public school reading lists. These books are very dull and teach children to hate literature. Lastly, there are so many ways to teach our children to learn God's word, use as many as possible. One of those is Thoughts For Young Men, listed in appendix 4 under Bible. This author suggests using this for fifth grade and up. A terrific high school age devotional by Ron Luce, president of Teen Mania Ministries, is Mature Christians Are Boring People...And Other Myths About Maturity In Christ. I read through every word of this encouraging book before giving it to my son. There is nothing questionable or worldly to influence a student negatively.

Language Arts

This subject includes so many things, almost any activity can be listed under it. Phonics, of course, is how the English language should be taught and no texts should be purchased for this fairly simple subject. Ruth Beechick's reading booklets are all that is needed. Use construction paper and write phonic families on individual cards as the child learns to read: run, fun, pun, ran, fan, pan, etc. Label bedroom furniture: chair, bed, desk, wall, closet, etc. Journaling is the best way to start writing programs. Students can start off

simply with their name, address and phone number, then move onto copying a Bible verse. These should be very short lessons. Writing is very difficult. There should be more discussions on lessons rather than a lot of writing. It is after all easier to talk about something than write about it at these younger ages. See appendix 1 for a list of journaling ideas. Have your student continue a story that was read adding his own ending. This can be discussed, dictated to Mom or written. By fourth grade lessons of writing from You Can Teach... or Learning Language Arts Through Literature are good because they don't take a long time to complete. Greek and Latin roots are good to begin studying, using English From The Roots Up as short game drills a couple of times per week. This curriculum will take a few years to complete. In fifth grade, a student should become familiar with note taking, outlining and writing brief reports. Some parents believe spelling tests to be important. If so, have the student find words in the dictionary that were circled wrong on his paper. This can reduce the number of misspellings just because most children do not like using the dictionary. Make sure you teach them how to use it. Refer to appendix 2 for references that will give many more lessons on teaching language arts. See the social studies paragraph for ideas on older grades.

Social Studies

I hate to repeat this so often, but text books are boring. Use biographies and historical fiction to teach history. See the social studies list in appendix 4 and the book list of appendix 3. Use the library and you won't have to purchase any history books. And remember, dates won't be memorized by normal children. Have children become familiar with maps and globes by looking at them a lot. Use them as they relate to places and characters they study. For young ones, tape the words north, south, east and west on corresponding walls. Talk about which direction the sun sets and rises, which way to Gramma's house and the backyard is "east" of the front yard. Have them draw floor plans of their room and

their neighborhood. Time lines may work for some, but I never could get anything out of them. One book that was used to teach Early American History for several years was The Light and the Glory. Parts of this was paraphrased as we read about the first Thanksgiving. Every year I would add a little more of the book. It is a great reference for a large span of history. *God's World News* is a good current events newsletter I recommend for fourth grade and up. Beginning with junior high, use Cliffs notes to have short studies on times, people and places. There are good lessons for language arts and students can get through a lot of different reading materials by using these. See appendix 3 and 4 for other books. Any writing projects for junior and senior high should cover either social studies or science. Help them write critically, giving their insight on values, political and religious. Teach them to think about the times and people they study, so they can take stands on issues that effect us today. This age should not be wasting time on purposeless drills in language arts, but perfecting papers in essay, argumentatives, library research and preparing for college entrance exams. Throw out any and all busy work. It is a waste.

Music

This is an important subject to be discussed, which many Christian homes are neglecting. Unless parents or students show an inclination toward music, it is not given much attention in the home. Decades ago, the home was regularly filled with music makers such as Grampa and his banjo or families sang around the piano and children were taught to memorize old hymns. Now, Christian families are satisfied to let their children pick out their own music, without any concern for what message is being sent. There is no sin in listening to secular music, but what is the message of the lyrics? Because music is a powerful emotion stirring tool, parents need to regulate what is being heard, and for goodness sake, join in on the child's music. Why do we allow these generation gaps? Introduce classical, jazz, patriotic

songs and old hymns. Children memorize so easily, it is better to have them memorize goodness and righteousness.

Mathematics

Keep mathematics simple through third grade, with no more than ten minutes per lesson for first grade. Use pencils, crayons or ice cream sticks to count to 10, count backwards, count by two's and fives. Don't have them write any numerals. It is better to discuss math concepts by play, board games and such, rather than bother with equations. Real life is understandable to children, and thus, easier to teach. They must get to know what numbers 1, 2 and 3 mean. How many toes and fingers do you have? How many plates for dinner tonight? How many buttons are on your dress? Practice, practice and they will have an easier time with math as they grow. Using the Beechick booklets mentioned will give you complete lessons. Homemade materials do not take a lot of time and students can help. Not spending a lot of money on store bought materials should make anyone willing to create items with their own hands.

Fourth through sixth grade is the time when children get into formal schooling. As long as they have a good understanding of numbers, a simple workbook or a math text is okay, but not necessary. If parents like creating math material, there is no reason to change. This way, parents are ensuring that lessons will be understood. Textbooks tend to have thirty to fifty problems in one lesson. This is overbearing. If a student knows his math, ten problems should be enough exercise on a particular concept. If he is having trouble, ten problems will show his parents where help is needed. More math does not help a student who is doing well, any more than more math helps a student who is struggling. He is in need of instruction from the teacher, not the text. My son's algebra book for eighth grade was so full of diagrams and wordy instructions, he was lost many times. He preferred Saxon. My daughter started Saxon when she began sixth grade. Before that, she used Miquon workbooks.

These are terrific for teaching children to understand many math concepts, especially when they begin fractions, division and factoring. Miquon materials were made for first through third grades; however, I recommend starting these at third or even fourth grade. Remember that this age has probably not reached the abstract mode yet. They need plenty of visual and hands on aides; in fact, every age continues to learn best in the manipulative when new things are presented. Students move onto mental-image and abstract when they have grasped a concept.

Junior and senior high math is best left to Saxon. Spend enough time at the side of your student to ensure his success. Make him come to you for help: some students rather race through without learning each lesson. Keep him from being lazy. As long as lessons are being understood, have this age group do all the problems in each lesson. Achieve the level required for college entrance; even have them take a college math course, if entrance is a goal. But, if math is not your child's "thing", be careful of your expectations. The planning of high school subjects should evolve through family discussions about what your students can achieve. Pushing a subject that wears a student out is not a good plan.

Science

Field trips can be the best science teaching tool, because science at best is something to experience. Usually, these excursions can fit a social studies area, also. One of my children was a collector of anything and everything: rocks, flowers, feathers, popsicle wrappers and leaves; which only made their way out of the house if Mom got rid of them. This is science. Notice how different rocks look when wet. How many parts are there to a flower? How do feathers help a bird to fly? How many licks does it take to get to the center of...well, you know. Press flowers and leaves. Rub crayons over leaves on construction paper. Making lots of crafts develops different abilities in a young child and keeps them being creative. They may retain more of a story or math

system when these hands on items are incorporated into their study. Being apart of a study itself helps bring better understanding, such as taking lots of walks to discover all the types of birds there are around the neighborhood. Use the library book to learn the names and become a bird watcher. Education is alive when books can take us out of the text and into reality.

Nature Friend Magazine is a tremendous asset to any grade school curriculum. This magazine produces brilliant pictures of nature. Look out *National Geographic*! There are stories, news, experiments and an available catalogue.

Master Books produces some coloring books for children who need a boost in enjoying science. These are *The Sticker Book of the Universe*, *The Sticker Book of Sea Life* and *The Sticker Book of Dinosaurs*; all creation based. I believe there are other titles.

Science by Mail is a fun way to learn different sciences with hands on material. This is offered to fourth through eighth graders. It is worth more than any textbook and all ages can be instructed at the same time.

After junior high, science requirements for college entrance are one to two years of laboratory; being Physics, Biology, or Chemistry. Textbooks can be found in the library. It is also fun to group together with other home schoolers and study. There are creative ways to find some specimens which might be needed. Tell a farmer that your class is looking for small, lifeless animals which would be "safe" for biology. Hugh Ross has a great newsletter: *Reasons To Believe, Facts & Faith*, which discusses new findings about our universe.

Independent Living

This is not the most distinctive name for chores, job search, cooking and all the other things to stick under this title. Call it whatever you like. Set goals to teach cooking and sewing. Why mothers stopped teaching their daughters to cook, I'll never understand. It is terrible being a newlywed and not being skilled in this most important area. Can your

son replace a button, mend a seam or sew a hem ? Is Dad teaching the children how to change the oil or a flat tire ? Chores should be given to children as early as possible. The sixth grader should release Dad from the mowing job permanently. Show the children exactly what you expect from them and make sure they've done it.

Computers and the internet are for all ages. Keyboarding may fall along the wayside, but boy, the fingers of a lively fifth grader can be faster than Mom's (though she has the proper skill). Computers or typewriters are especially great for students who don't like to write. Penmanship can move over in this electric age we're in. The internet is not something to be scared of with all the cyber control programs available to keep the smut out of your home. Guide your children and be aware of those they chat with. Rules should be; no sharing of names, addresses or phone numbers. Use a fictional name when speaking to strangers. There is a lot to offer in this computer world, get use to it. Find pen pals in other states or countries. Get in touch with missionaries. They need the fellowship.

Courtship

There is a growing trend toward this ideal pathway to marriage. It has biblical roots and proven strategy. The best seller, I Kissed Dating Goodbye, written by Josh Harris, has godly answers to this touchy subject. The first five chapters may be all you need to read to catch the spirit and save your children from the ritual of dating. Only the foolish would argue with the points made in this book.

So, why are Christians still following the world's path on this issue? It would seem people are not interested in being honest about the dating scene. Christians are teaching their children to date the same way everyone else does; by putting television in front of their eyes. We are inundated with lust in the name of romance, and quite lucky if the couple gets married at the end of the story. Why should marriage be the end of the story ? God made it to be the beginning. Dating is invite to temptation. "Flee also youthful lusts; but pursue

righteousness, faith, love, peace with those who call on the Lord out of a pure heart." (2Timothy 2:22) Dating puts "me" first, my desire. "Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself." (Philippians 2:3) For extensive study on the subject of courtship, Jonathon Lindvall's cassettes: *Preparing for Romance*, are listed in appendix 4 along with, Reb Bradley's *Preparing Your Children for Courtship and Marriage*.

Begin having discussions with your children when they are in the middle of elementary school. Don't wait until they are 16; when they've made up their own minds about this issue. All children need God's word on this because it is final. To ignore the subject of dating is to fail young people, by not keeping them from what experiences their parents should not have had. I challenge anyone to come up with one example of godliness in the dating scene.

If parents add textbooks to each of these subjects, school will be 15 hours long. I suggest using no books unless they compliment the reference books listed in the beginning of the chapter. Ten minutes per subject for first grade is not a goal to reach, but a limit. If you add five minutes to a subject for each consecutive grade, your child may be spending 45 minutes in eighth grade in each area. This is over doing it. Time should only be considered so as to limit academics. Some studies will last longer than others at one time and far less, another time. Don't pay attention to time as a means of doing a good job. For those having stricter state regulations, re-read chapter five for encouragement in getting it all covered.

I will close with these questions. What is the purpose of education? Are we to only follow a state mandate or are we making a difference in our world, through our children?

1. a prayer
2. thoughts, wishes
3. a poem-rhyme, acrostic, lists, cheer
4. write a poem from a Bible verse, story or picture
5. write about the creation versus evolution
6. write a question or idea from Bible study
7. explain in detail a math operation
8. write about something you did, saw, read or would like to do
9. write an argument or note about an article you read
10. write a recipe
11. write about vacation, birthday, Christmas, holiday
12. why did God create man, knowing man would disappoint Him? back up with scripture
13. turn a poem into prose or visa versa
14. write and draw a comic strip
15. change or add to a story you recently read--just a couple paragraphs
16. explain how to add two numbers, or subtract, multiply or divide
17. use a map and write how you would get home from a store, or from Gramma's.
18. describe how to draw a piece of art
19. write your name and address in another language you've studied
20. rewrite a story into a poem or visa versa
21. write about the view outside your window
22. write a weather report for the day or past week
23. write a letter to someone you studied in history
24. pretend you are Benjamin Franklin(or other historical person)and describe your learning about electricity
25. describe how a seed becomes a plant
26. describe how you might fly in space someday
27. explain to someone how much God loves them and how they can become a Christian
28. explain how to play your favorite video game
29. draw a story without words--only pictures

120 APPENDIX 2-- Priority **HOW-TO** Books & Index

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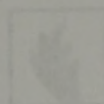
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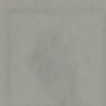
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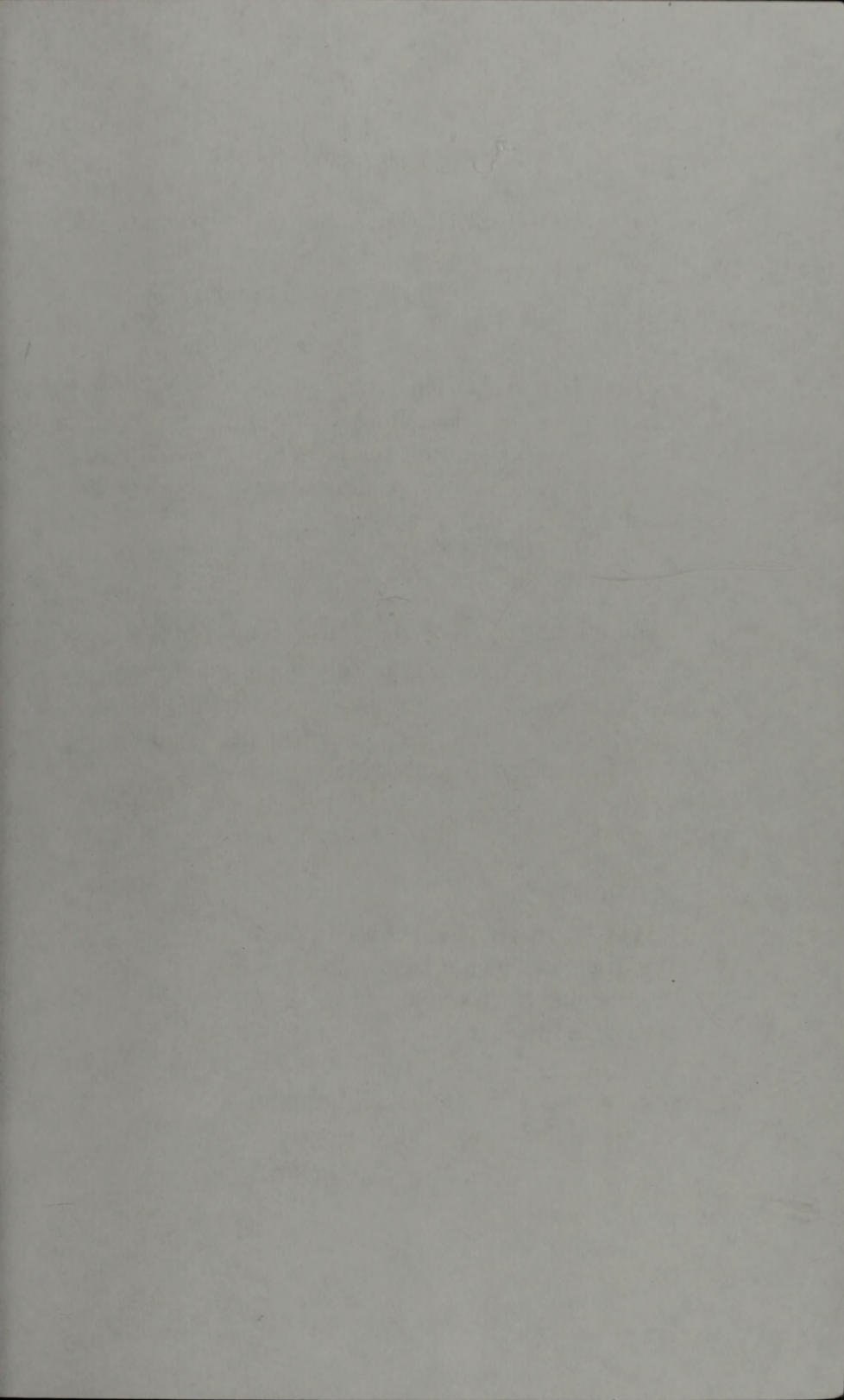
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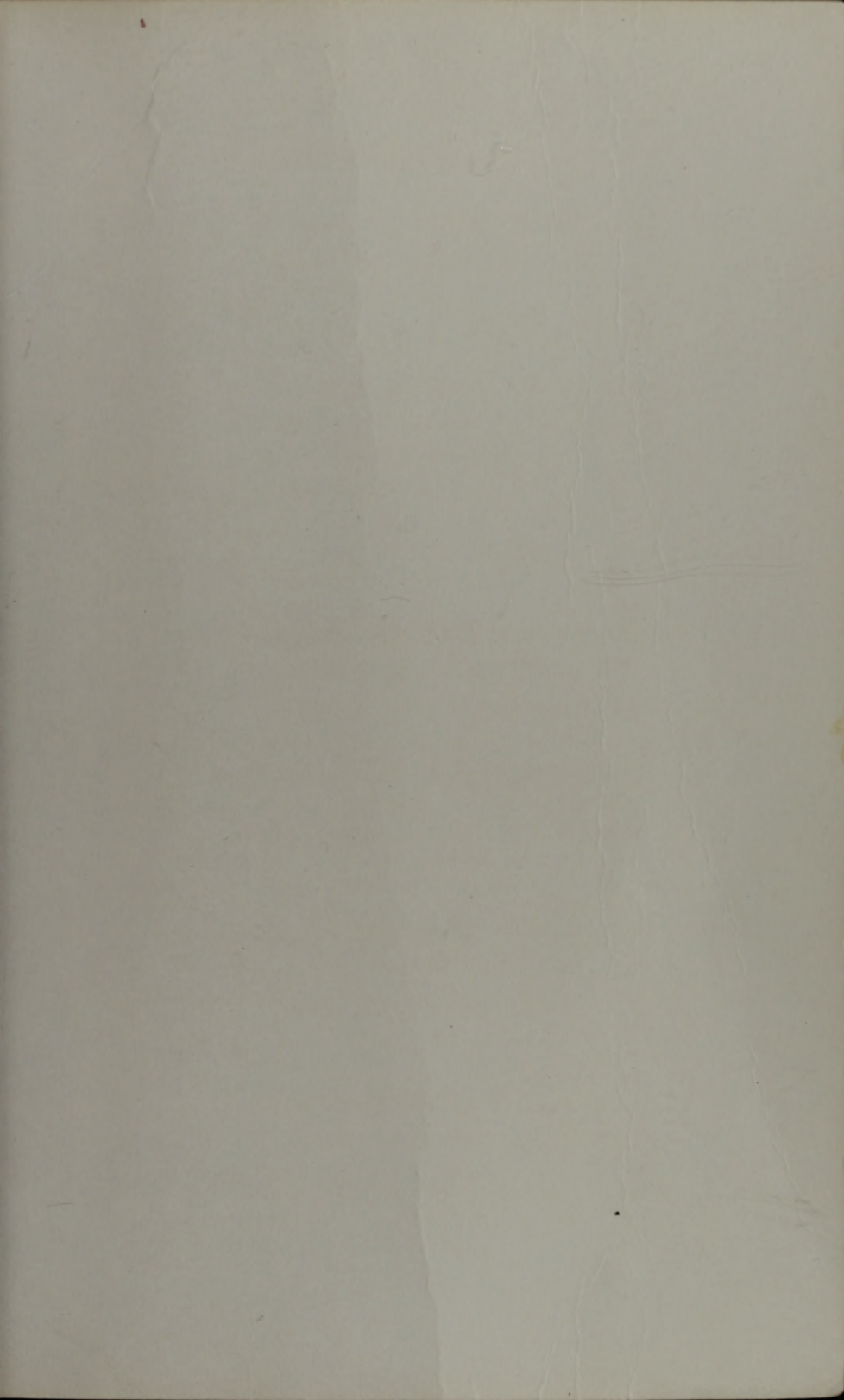
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